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ABSTRACT

The Waikiki Lifelong Learning Center (WLLC) project was undertaken to establish a literacy consortium of visitor industry businesses and the University of Hawaii at Manoa and to develop/implement an instructional program that included bilingual/English-as-a-second language (ESL) and General Educational Development (GED)/pre-GED components. After the literacy needs of the visitor industry work force were assessed, the instructional program was developed, field tested, and refined through ongoing evaluation and bimonthly project advisory council meetings. Project partners from Hawaii's visitors industry donated training facilities, labor, and equipment. Instructors and program staff were trained to teach multicultural adult populations. Tutors and volunteers were recruited from the community. On the basis of evaluations of students' progress and questionnaires completed by the program participants and their workplace supervisors, it was concluded that the program improved students' self-esteem, self-confidence, work attitudes, cross-cultural understanding, speaking and listening skills, and overall language fluency. Students generally made less progress in reading and writing skills. (Appended are a list of external staff development activities, the three survey instruments, and the student progress evaluation forms. The tutor handbook for workplace literacy and lifelong learning, the final project evaluation report, and the project model are attached.) (MN)

ED 372 220

THE WAIKIKI LIFELONG LEARNING CENTER

FINAL REPORT

JUNE 1994

Prepared by:
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I. **Compare actual accomplishments to the objectives contained in the approved application:**

A. *Operational Objectives*

1. To establish a literacy consortium of visitor industry businesses in Waikiki with the University of Hawaii at Manoa and to maintain a viable partnership among all partners;

A viable partnership was formed among the business partners and the University of Hawaii's College of Education. The consortium was judged to be highly successful. Although one partner, HTH Corporation, withdrew effective February 1, 1994, (three months after the original ending date of the project) the remaining partners assumed the costs for continuing the program after federal funding ended on April 30, 1994. The withdrawing partner had experienced a number of changes at its primary property which hindered its full participation in the project including: three general managers within a two year period, the resignation of both the director and assistant director of training, and a reduced human resources department. The College of Education then transferred the program's management to Kapiolani Community College which is now working with the partners to expand services to more businesses, labor, and other visitor industry organizations.

2. To conduct a needs assessment of the visitor industry work force to determine target population and their specific literacy needs;

Much of the needs assessment was completed during the previous workplace literacy projects with ITT Sheraton Hotels in Hawaii. The needs of all partners were established through discussions with management, i.e. human resource directors, training directors, personnel directors, and department heads (primarily housekeeping). Project staff also observed employees on-site during working hours to determine the basic skills needed to perform their jobs effectively. The partners targeted the housekeeping and food and beverage departments for participation in the project because these departments had the most entry-level employees, large numbers of ESL speakers, and large numbers of employees who did not finish high school.

Existing resources were reviewed and analyzed. The job-specific component of the curriculum developed during the previous workplace literacy project was expanded to incorporate additional materials from the new partners including labels, maps, menus, schedules, signs, forms, letters, memos, employee handbooks, and safety manuals.

3. To implement the instructional program component;

The instructional program component was implemented. Participants from the previous workplace literacy project continued to be served during the current project's start-up period. The instructional program was formally open to employees from all partners on August 19, 1992. Instruction occurred in tutorial, computer-assisted, class, and workshop formats.

4. To conduct the ongoing evaluations, quarterly evaluations and final evaluation of the project with the assistance of the external evaluator to monitor the progress and effectiveness of the program;

The project staff and external evaluator met at the beginning of the project to establish evaluation criteria and methods. The external evaluator also periodically visited the project site to: 1) gather data on participants including how many were served, their backgrounds, their evaluation of the instruction they had received, their progress, and their supervisors' evaluation of the job-performance as a result of participating in the program; 2) ensure that the data collected was valid and reliable; 3) monitor the project's effectiveness; and 4) suggest ways to improve service.

5. To field-test and refine job-specific academic skills curriculum;

As mentioned previously, a job-specific academic curriculum was developed during the previous workplace literacy project with ITT Sheraton Hotels in Hawaii, and the current project collected supplemental materials from the other partners and added them to the curriculum. The curriculum was divided into five general job-specific modules: customer relations, employee

relations, company policies and procedures, safety and security, and departmental vocabulary and information. Project staff adapted the curriculum for tutorials, classes, and workshops.

6. To set up an Advisory Council and to meet with the Advisory Council members on a bimonthly basis, or more if needed;

An Advisory Council was formed, and the first meeting convened in May 1992. The Council met approximately every two months (see timelines on pages 10-12 for more information). Individual Council members were called upon at other times for their expertise and assistance and at other times galvanized the partners to take more action. The Advisory Council is continuing to support workplace literacy by working with Kapiolani Community College to continue the programs.

7. To set up, maintain and expand the project's training sites, including the centralized Learning Center and various on-site training facilities;

The Learning Center was originally slated to continue where a previous workplace literacy project (SELPH II) had been located, at the Sheraton Waikiki's Human Resources Center; however, the partners decided to move it to a neutral site. Aston Hotels and Resorts donated space at the Kuhio Mall, and all partners helped renovate the room by donating labor, furniture, and equipment. The Learning Center opened at this site on August 19, 1992. Because space was limited at the Learning Center, it was used primarily for the tutorials and workshops. The partners donated additional training facilities at their establishments to hold on-site classes and workshops. In July 1993, the project annexed an adjacent room to the Learning Center doubling its square footage. The project also arranged for participants to have complimentary access to the services of Community College's Employment Training Center which would otherwise charge a sizeable fee.

8. To recruit and train qualified staff (instructors, student assistants, tutors, and volunteers) for the program;

During the recruitment period, candidates for the instructor positions were given job

responsibilities included teaching, recruiting and enrolling participants, record keeping and reporting, testing and evaluating, and recruiting and training of tutors. Once hired, instructors were given an orientation to the project including its mission, background, established procedures and materials, and work that had already occurred.

Tutors were recruited by placing ads in both daily newspapers, the University of Hawaii Student Employment Office, the University of Hawaii College of Education, Hawaii Pacific University Student Employment Office, Chaminade University Student Employment Office, and the Hawaii Literacy job file. Some volunteers were referred to the project by a volunteer hotline, and others were recruited from an Ethnic Studies class at the University of Hawaii. All tutors were given an orientation to the project (see *Attachment 1* for more details) and invited to attend both in-house and external staff development activities.

All staff members were familiarized with basic tutoring and communication techniques and methodologies that could be used with a multicultural student population. In-house staff development workshops were held bimonthly to accommodate the tutors' busy schedules. The themes of these workshops were based on staff observations of tutor needs and tutor suggestions. For example, workshop themes ranged from workplace literacy philosophies and history to effective activities to troubleshoot language acquisition problems to humanistic techniques to resolve anger and frustration. Literature about the trends and developments in the fields of adult education, workplace literacy, vocational education, and ESL was also continuously disseminated to staff.

Staff also attended external activities presented by educational organizations supporting ESL and literacy. External speakers and resource persons were utilized as much as possible. For a detailed summary of external training see *Appendix A*.

9. To train instructors and program staff about pedagogical methods to teach multicultural adult populations;

See previous section.

10. To plan a cultural awareness program for visitor industry employees as well as a variety of self-development workshops which will be available to all visitor industry employees;

The project began planning a cultural awareness program for visitor industry employees but received feedback from the partners that they already had their own in-house programs and that the Hawaii Visitors Bureau had just begun a multi-year statewide project on incorporating Hawaiian culture and values in business. Based on this feedback, project staff determined that their efforts would just duplicate those programs and decided to focus their attention on other matters.

11. To collect data and to document the process of carrying out each component for the compilation of the Final Report; and

See pages 15-16 (report on evaluation activities) for further information.

12. To implement the Evaluation Component of the project.

Project staff met with the external evaluator early in the project to discuss evaluation criteria and methods. All recommendations made by the external evaluator during monitoring visits were implemented. See pages 15-16 (report on evaluation activities) for further information.

B. *Instructional Objectives*

Visitor industry employees will be able to:

1. Master the workplace literacy competencies stated in their Individualized Educational Plans, course outlines, or the Job Specific Academic Skills Curriculum as measured by pre- and post-tests and evaluation questionnaires by supervisors;

The project staff and external evaluator concentrated on the above mentioned two areas, standardized tests and supervisors' evaluations to measure students' mastery of literacy competencies. Testing took place before the student began an instructional program, in the middle and at the end of the program. The results of these tests show that over time, students made impressive progress and correctly solved an

increased number of test items. Please refer to the *Attachment 2* (Table 8) page 16.

Based on evaluation questionnaires completed by supervisors, literacy competencies mastered were primarily speaking and listening skills as well as overall fluency. The area with the least amount of progress was in writing and reading skills. This was primarily due to the fact that as employees of the visitor industry, much more of an emphasis in instruction was placed on verbal language skills which our students needed in order to improve customer service. Please refer to the *Attachment 2* (Table 11) page 21.

2. Improve their basic skills in reading, writing, speaking, listening, and math as measured by standardized tests in adult education;

Please refer to a summary of test data in the Final Evaluation Report, see *Attachment 2*, page 21.

3. Increase their chances of advancement within the organization or the visitor industry as measured by promotions, employee awards, etc.;

See page 13 (outcomes achieved by participants who completed project activities).

4. Improve their job performance as measured by attendance records, safety records, customer comments, turnover rates, supervisor's evaluations, etc.; and

See page 5 (instructional objective 1).

5. Increase their self-esteem, self-confidence, work attitude and cross-cultural understanding as measured by feedback from supervisors, instructors, and peers.

Based on the tutor evaluations of students, literacy competencies mastered were general language skills such as listening and reading comprehension as well as speaking more fluently. On the job language skills improved as well. Students were better able to communicate with supervisors and hotel guests. Especially important was that students gained self-confidence and were eager to learn more literacy skills. Please refer to the *Attachment 1*, (Table 9) page 17.

The feedback from supervisors indicated that they felt that their employees had improved in their work attitude resulting in more loyalty to their company. Self- esteem, overall job performance, and relations with co-workers also improved.

C. *Product Objectives*

1. To produce A Final Report and Project Model for a Learning Center;

See *Attachment 3* for an abstract of the project model.

2. To prepare and reproduce as part of the final report A Needs Assessment Report;

See page 1 (operational objective 2).

3. To develop a variety of assessment instruments, such as rating scales, surveys, tests to measure reading proficiency and supervisor's feedback surveys; and

Project staff developed several assessment instruments to measure participant progress and program's effect on job performance, including surveys distributed to the participants, their managers/supervisors, and their tutors. See *Appendix B, C, D, E, and F* for selected samples.

4. To prepare A Tutor's Manual.

Project staff developed a tutor's handbook (*Attachment 1*) which was used to orient new tutors to the program. The handbook describes the administrative duties of a tutor and gives teaching tips. The handbook was periodically updated to incorporate information discussed in the staff development meetings so that new tutors could also benefit from those meetings.

II. **Refer to the schedule of accomplishments and their target dates contained in the approved application and give reasons for slippage in those cases where established objectives were not met. Include any corrective measures taken to correct slippage.**

See page 10 for the proposed schedule of events and pages 11-12 for the actual timeline of events.

Recruitment of project staff and evaluator was prolonged because of delays in hiring practices; there were difficulties in getting job descriptions approved by the University and later advertised.

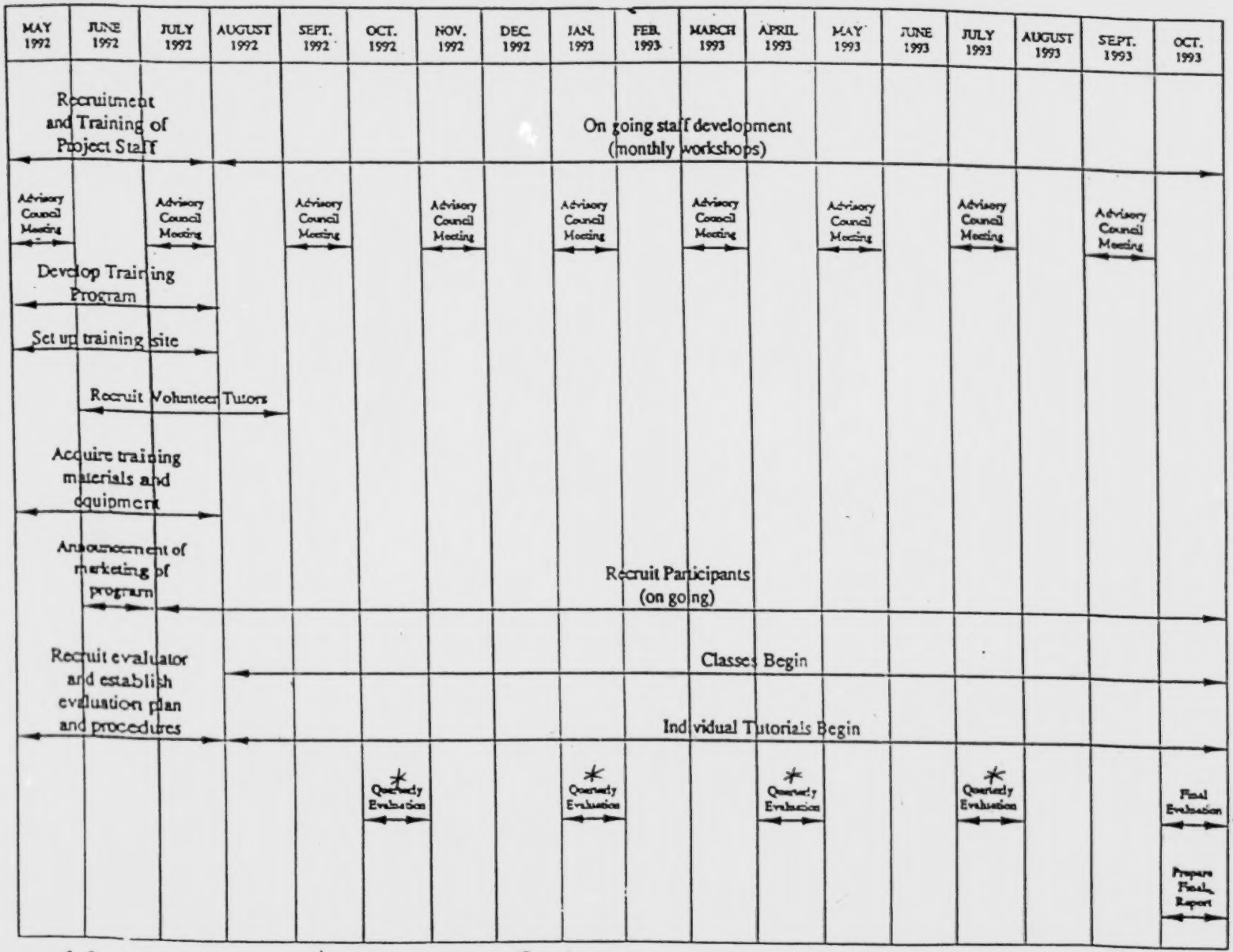
The proposed Learning Center site was in the Human Resources Center of the Sheraton Waikiki Hotel where a previous workplace literacy project had just ended; however, the partners decided to move the Learning Center to a neutral, centralized location. Participants from the previous project continued their studies while the partners looked for a new site. On July 29, 1992, the project moved to the Kuhio Mall. An open house was held on August 19, 1992 to inaugurate the project at the Kuhio Mall site and to begin recruiting participants from all the partners.

The number of participants was lower than expected. The impact of Hurricane Iniki in September 1992 caused the project's participants and partners to divert their attention to other matters (i.e. repairing homes, taking care of displaced relatives, relocating to help rebuild other job sites). The visitor industry later experienced a long-term downturn which meant that partners could not afford to give release time for classes and that many of the project's participants who had low seniority were laid off or on an on-call status. These participants then had to look for other jobs or remain at home in case they were called to work later that day. Turnovers in both top management and training directors of partnership organizations often meant that active and supportive contact persons from the hotels were lost, and project staff were forced to start from "square one" in building credibility, trust, cooperation, etc.

Numerous steps were taken to increase participation. The first initiative was another open house in November 1992 targeted to show managers, training directors, and human resource personnel how the project could help their organizations. In March 1993, project staff developed a list of classes the project was prepared to offer immediately to the partners. The list included short descriptions of the classes, objectives, total hours, suggested frequency and duration of each class, resources, and explanations of how these classes could help employees' job performances. Project staff then visited the general managers, human resources directors, training directors, and executive housekeepers to discuss the classes that had been designed and to stress that additional classes could be tailored to meet their hotel's specific needs. In May 1993, project staff distributed an informational survey to managers to generate interest in its services. Later, classes offered at one partner's facilities were often open

to the employees of other partners; however, some partners were reluctant to send their employees to classes at other hotels. This reluctance was aggravated by the fact that two of the partners were union while two were non-union. The project had envisioned that most instruction would occur in a class format, but for the reasons stated above, the primary mode of instruction became tutorials. The project continuously recruited tutors to handle the large number of tutorial participants. Project staff created a newsletter and in August 1993, developed a recruitment video at the suggestion of the Advisory Council. The video was designed so that it could be shown directly to employees. Copies of the video were distributed to all partners, the National Network of Curriculum Coordination Centers, and the USED OVAE. In January 1994, in order to erase the misconception that the project was just for ESL speakers or completely illiterate persons, the partners hosted two recruitment workshops which featured self-development topics.

TIME LINE OF ACTIVITIES (Proposed)



Final Evaluation

Prepare Final Report

13

*Quarterly Evaluation

14

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May 1, 1992 to April 30, 1993 (Actual)

Task	May 1992	June 1992	July 1992	Aug. 1992	Sept. 1992	Oct. 1992	Nov. 1992	Dec. 1992	Jan. 1993	Feb. 1993	March 1993	April 1993
Recruit and train project staff	*	*	*	*	*							
Set up training site	*	*	*	*								
Develop training program	*	*	*	*	*	*						
Acquire instructional materials and equipment	*	*	*	*	*	*	*					
Recruit evaluator and establish evaluation plan and procedures	*	*	*	*	*	*	*					
Recruit tutors		*	*	*	*	*	*	*	*	*	*	*
Hold Advisory Council meetings	*		*		*		*		*		*	
Conduct self-development workshops								*	*			*
Conduct classes					*	*	*	*	*	*	*	*
Conduct tutorials	*	*	*	*	*	*	*	*	*	*	*	*
Conduct in-house staff development activities			*			*		*			*	
Evaluate program and its implementation					*	*	*	*	*	*	*	*

May 1, 1993 to April 30, 1994 (Actual)

Task	May 1993	June 1993	July 1993	Aug. 1993	Sept. 1993	Oct. 1993	Nov. 1993	Dec. 1993	Jan. 1994	Feb. 1994	March 1994	April 1994
Recruit tutors	*	*	*	*	*	*	*	*	*			
Hold Advisory Council meetings	*		*		*		*			*	*	
Conduct self-development workshops	*								*			
Conduct classes	*	*	*	*	*	*	*	*	*	*	*	
Conduct tutorials	*	*	*	*	*	*	*	*	*	*	*	*
Conduct in-house staff development activities				*		*		*			*	
Evaluate project	*	*	*	*	*	*	*	*	*	*	*	*
Prepare the final report												*
Prepare the evaluation report												*

III. **Identify the number and characteristics of project participants who completed planned project activities and of those who did not, and the outcomes achieved by participants who completed project activities.**

The project based completion of classes on 75% attendance of the class and completion of tutorials on attendance of at least 25 hours or three months.

Please refer to class completion data in *Attachment 2*, pages 13-14.

The following are some of the outcomes achieved by participants who completed tutorials:

- 2 passed driver's license written exams
- 1 got a high school diploma
- 2 passed units of Competency-Based High School Diploma exam
- 3 passed citizenship examination
- 2 were promoted within their organizations
- 1 got a better job in a different company
- 1 applied for promotion because of enhanced skills and self-esteem
- 1 received an award for being an outstanding team player
- 1 enrolled in community college
- 3 attended additional lessons at community schools for adults

IV. **Report on any dissemination activities.**

Representatives from the following organizations visited the Learning Center and were given an orientation:

Center of Youth Research
KGMB television news
Hotel and Motel Management
Kentucky Legislature
Bakery Europa
Carey Limousine of Hawaii
CAB Holding Corporation
Vocational education in Idaho
Michigan State University
Young Laundry
Human Resources Office, Public Works Center, Pearl Harbor, Department of the Navy
Fleet and Industrial Supply Center, Pearl Harbor, Department of the Navy
Employment and Training Fund Program, Department of Labor and Industrial Relations, State of Hawaii

University of Hawaii, English as a Second Language and Title VII programs
Kohala High, Kapaau, Hawaii
James Cook University of North Queensland, Australia
Outrigger Hotels
Lucoral Museum
Kapiolani Community College, Office of Community Services
University of Hawaii Community Colleges, Employment Training Center
Kapiolani Community College, Learning Center
University of Hawaii, Office of the Chancellor for Community Colleges
Office of the State Director for Vocational Education
Ilikai Hotel
Liberty House
University of Hawaii at Manoa, College of Continuing Education
Kuhio Leather
Wisconsin Board of Vocational, Technical and Adult Education
Good News Literacy Service
State House of Representatives
Management Development and Training, Kaiser Permanente
Adult Education, California Department of Education
Adult Education and Literacy Division, Office of Adult and Vocational Education, U.S. Dept. of Education
Community Education Section, Office of Instructional Services, Hawaii Department of Education
Local 5 AFL-CIO

Information was also given by phone, by mail, or in person to:

Ethnic Studies 360 class, University of Hawaii (Fall 1992, Spring 1993, Fall 1993, Spring 1994)
Beau Montgomery (Little Rock, Arkansas)
Waikiki Rotary
University of Hawaii Mortar Board Association
Bank of America, Quality Assistance Center
Hawaii Hotel and Restaurant Industry Employment and Training Trust
ESL Department at the University of Hawaii
ESL Caucus' newsletter, *The Word*
KITV television station
Honolulu Advertiser daily newspaper
Straub Clinic and Hospital
Hospitality magazine
Chapter One, Washington Intermediate School, Department of Education, State of Hawaii
American Samoa
Taiwan
Laborer's International Union of North America, Local 368

Tourism Training Council, Department of Labor and Industrial Relations, State of Hawaii
Workplace Literacy Department, Olsten Corporation, Westbury, New York

The project has been featured by the media. Both Honolulu daily newspapers, the *Honolulu Star-Bulletin* and *Honolulu Advertiser*, wrote about the project when the Learning Center opened in August 1992. The Learning Center was featured in a KGMB newscast in October 1992. In October 1993, an editorial written by project staff appeared in the *Honolulu Advertiser*. The project also was featured in the June 1993 issue of the *Business Council for Effective Literacy Newsletter*.

The project has also received several honors. It received the Pulama Ohana Award from the Hawaii Community Services Foundation in 1992 and the Gold Key Public Relations Award from the American Hotel and Motel Association in 1993. In April 1994, the State House of Representatives passed a resolution commending its service to the people of Hawaii's visitor industry. In May 1994, the project was chosen by the University of Hawaii, College of Education as one of seven outstanding partnerships.

V. **Report on any evaluation activities.**

Project staff collected data on an on-going basis and shared its findings with the Advisory Council. Data was collected in the following ways:

- Enrollment forms: to get demographic information from participants
- Interviews with tutorial participants: to assess their language proficiency
- Standardized tests (TABE and BEST): to pre- and post-test tutorial participants and measure progress
- Tutorial and class records: to measure progress
- Questionnaires to managers/supervisors: to evaluate the program's effects on participants
- Questionnaires to instructors/tutors: to evaluate the program's effects on participants
- Questionnaires to participants: to get feedback about the programs, instructors, teaching methodologies, topics covered, and instructional materials
- Anecdotal records of significant events: to note individual success stories

The project external evaluator, Dr. Zijin Yang, was contracted in November 1992 and had been meeting with project staff prior to this to discuss evaluation criteria and methodology. The evaluator:

- Reviewed the project proposal, curriculum, individual education plans, and class plans and syllabi
- Reviewed and summarized evaluation questionnaires from managers/supervisors, instructors/tutors, and participants
- Reviewed existing data, notes, and records documented by the staff
- Visited the Learning Center periodically
- Observed classes and tutorials
- Advised on problems related to evaluation
- Wrote the Final Evaluation Report

6. **Report on any changes in key personnel.**

On March 5, 1993, Anita Li resigned as Project Director in order to enter the private sector. Leatrice Haas was hired as Director on March 6, 1993. These changes were overseen by Principal Investigator, Lawrence Zane.

Staff Development - External Training

American Disabilities Act, Honolulu, Hawaii, September 22, 1992

Multifunctional Resource Center Conference, Honolulu, Hawaii, October 27, 1992

Hawaii Literacy's Laubach Literacy Action Tutor Training Workshops, Honolulu, Hawaii, September 11, 13, and 25, 1993

National Workplace Literacy Conference, Washington, D.C., September 20 - 22, 1993

Third Annual Oahu Literacy Coalition Conference, Honolulu, Hawaii, October 3, 1993

Discover Intensive Phonics Training, Honolulu, Hawaii, October 14, 1993

How to Create Newsletters People Will Read, Honolulu, Hawaii, October 15, 1993

1993 All Hawaii Career and Vocational Education Convention, Honolulu, Hawaii, October 22 - 23, 1993

Fourth Annual Oahu Literacy Coalition Conference, Honolulu, Hawaii, October 23, 1993

Hawaii Chapter of American Society for Training and Development Meeting on Diversity in the Work Place, Honolulu, Hawaii, October 28, 1993

Competency-Based High School Diploma Program (CBHSDP) Adult Education Teacher Training Workshop, Hawaii Department of Education, Community Education Section, Office of Instructional Services, Waipahu, Hawaii, November 14, 1993

1993 Excellence in Education Conference, Honolulu, Hawaii, March 5, 1993

National Conference for Literacy, Louisville, Kentucky, April 18 - 20, 1993

Laubach Training, Hawaii Literacy, Honolulu, Hawaii, June 5, 12, and 19

Governor's Pacific Rim Health and Safety Conference, Honolulu, Hawaii, April 20-23, 1994

National Association for Asian and Pacific American Education's 1994 Annual Conference, Honolulu, Hawaii, April 27-30, 1994

Manager Survey

We would like to increase the number of employees using the services of the Waikiki Lifelong Learning Center, a partnership between the University of Hawaii and your hotel. We need to determine if the employees know that these services exist and if the Learning Center meets their needs. Please help us find out by filling out this survey as honestly and completely as possible. Thank you very much.

1. Could any of your employees improve their job performance by adding to their literacy/English proficiency?

2. If free job-related literacy/English tutoring were available for your employees would you encourage them to use it?

3. Would you be willing to cooperate with them by allowing them to be tutored during some working hours or by scheduling them around set tutorials time?

4. Are you familiar with the services provided by the Waikiki Lifelong Learning Center?

5. Would you be interested in a brief orientation session about the Learning Center for yourself or your employees?

6. Would printed material be a better method of acquainting you and your employees with the Learning Center?

7. What hours would be best to have access to the Learning Center?

8. Is the location of the Learning Center convenient for your employees?

Appendix C

EMPLOYEE PERFORMANCE QUESTIONNAIRE
(To be completed by Supervisor/Manager)

Name: _____

Dept. _____ Hotel _____

Training (Course title): _____

A. Please comment on the employee's performance since participating in the WLLC Program by circling a number. Each number represents the following :

1 - improvement
2 - no improvement
3 - need more time for observation before evaluation
4 - not applicable/ no comment

1.	Confidence about speaking English at work	1 2 3 4
2.	Confidence in overall job performance	1 2 3 4
3.	Work relations with co-workers	1 2 3 4
4.	Work attitude	1 2 3 4
5.	Job-related writing skills	1 2 3 4
6.	Job-related reading skills	1 2 3 4
7.	Job-related speaking skills	1 2 3 4
8.	Job-related listening skills	1 2 3 4
9.	Safety practices	1 2 3 4
10.	Work efficiency	1 2 3 4
11.	Attendance	1 2 3 4
12.	Application of course or tutorial training on the job	1 2 3 4
13.	Job productivity	1 2 3 4

B. Please answer the following questions by circling the answers:

14. Do you recommend that the employee attend more WLLC classes? Yes/No

15. Do you think that the employee needs more training to improve
- writing skills? Yes/No
- reading skills? Yes/No
- speaking skills? Yes/No
- listening skills? Yes/No

16. Do you think the employee is more promotable as a result of attending the WLLC Program? Yes/No/Not sure

17. Do you think the employee has shown more loyalty to the company as a result of the WLLC Program? Yes/No/Not sure

18. Other comments and suggestions: _____

_____

_____

_____

Name of Supervisor/Manager _____

Position: _____ Date: _____

Please return questionnaire to WLLC by April 15, 1994.

Waikiki Lifelong Learning Center
Evaluation by Participants

Class Title:_____ **Company:**_____

Instructor:_____ **Date:**_____

Please circle your answer using the following rating scale:

1 ---------- 5		N/A = Not Applicable
Strongly Agree	Strongly Disagree	

1.	The program has helped me to improve my English on the job.	1	2	3	4	5	N/A
2.	The program has helped me to communicate better with others (coworkers, clients, etc.).	1	2	3	4	5	N/A
3.	The program has helped me to gain more self-confidence at work.	1	2	3	4	5	N/A
4.	The program has helped me to prepare for advancement.	1	2	3	4	5	N/A
5.	I will approach my job more positively as a result of what I have learned.	1	2	3	4	5	N/A
6.	The topics covered were useful in my work.	1	2	3	4	5	N/A
7.	The materials used were helpful.	1	2	3	4	5	N/A
8.	My instructor(s) was (were) well prepared.	1	2	3	4	5	N/A
9.	My instructor(s) was (were) patient and understanding.	1	2	3	4	5	N/A
10.	My instructor(s) was (were) ready to answer my questions.	1	2	3	4	5	N/A
11.	My instructor(s) explained the lessons well.	1	2	3	4	5	N/A
12.	The environment for training was comfortable.	1	2	3	4	5	N/A
13.	The times of training were convenient for me.	1	2	3	4	5	N/A
14.	I am satisfied with the quality of instruction provided.	1	2	3	4	5	N/A
15.	I tried my best to attend class with a positive attitude.	1	2	3	4	5	N/A
16.	I tried my best to complete all my assignments on time.	1	2	3	4	5	N/A
17.	I tried my best to participate in class.	1	2	3	4	5	N/A

18. I put my best effort into this class. 1 2 3 4 5 N/A

Please write any comments below.

Waikiki Lifelong Learning Center

Evaluation of Student Progress
(ESL/BS)

Student: _____ Category: ESL __

Company: _____ BS __

Tutor: _____ Date: _____

Please rate the progress your student has made since his/her first lesson. Circle your answer using the following scale:

1 ---------- 5	N/A	DK
Much Progress ... No Progress	Not Applicable	Don't Know

A.	General Language Skills:							
	1. Listening ability	1	2	3	4	5	N/A	DK
	2. Speaking ability	1	2	3	4	5	N/A	DK
	3. Reading ability	1	2	3	4	5	N/A	DK
	4. Writing ability	1	2	3	4	5	N/A	DK
	5. Vocabulary	1	2	3	4	5	N/A	DK
	6. Grammar	1	2	3	4	5	N/A	DK
	7. Fluency	1	2	3	4	5	N/A	DK
B.	Job-related Communication Skills:							
	Ability to . . .							
	1. communicate with supervisor/boss	1	2	3	4	5	N/A	DK
	2. communicate with guests/customers	1	2	3	4	5	N/A	DK

3.	comprehend written job-related material (e.g. chemical labels, signs, forms, memos, etc.)	1	2	3	4	5	N/A	DK
4.	perform job-related writing tasks (e.g. work orders, memos, letters, etc.)	1	2	3	4	5	N/A	DK

C. Personal

1.	confidence in speaking English	1	2	3	4	5	N/A	DK
2.	confidence in reading English	1	2	3	4	5	N/A	DK
3.	confidence in writing English	1	2	3	4	5	N/A	DK
4.	motivation to learn	1	2	3	4	5	N/A	DK
5.	self-confidence in studying English	1	2	3	4	5	N/A	DK
6.	self-confidence on the job*	1	2	3	4	5	N/A	DK
7.	self-confidence in other areas of his/her life*	1	2	3	4	5	N/A	DK

* Please explain: _____

_____

_____

_____

D. Additional Comments: _____

_____

_____

_____

Waikiki Lifelong Learning Center

Evaluation of Student Progress
(GED/Pre-GED)

Student: _____ Category: GED __

Company: _____ Pre-GED __

Tutor: _____ Date: _____

Please rate the progress your student has made since his/her first lesson. Circle your answer using the following scale:

1 ---------- 5

Much Progress **No Progress**

Please write the appropriate subject areas in the spaces provided:

literature writing science
reading math social studies

1. Knowledge of the subject area (terms, concepts, relationships, etc.)

   Subject: _____ 1 2 3 4 5

   Subject: _____ 1 2 3 4 5

2. Ability to perform critical-thinking and problem-solving tasks and express logical reasoning within the subject area

   Subject: _____ 1 2 3 4 5

   Subject: _____ 1 2 3 4 5

3. Confidence with the subject matter

   Subject: _____ 1 2 3 4 5

   Subject: _____ 1 2 3 4 5

4. Attitude towards studying the subject

Subject: _____	1	2	3	4	5
Subject: _____	1	2	3	4	5

5. Motivation to learn 1 2 3 4 5

6. Explanations and/or additional comments

Waikiki Lifelong Learning Center

Tutor Handbook for Workplace Literacy and Lifelong Learning

Prepared by:
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This handbook was developed as part of the Waikiki Lifelong Learning Center Project, a workplace literacy project serving employees from hotels and small businesses in Honolulu, Hawai'i from 1992-1994. The center was funded by the U.S. Department of Education, Office of Vocational and Adult Education, and the State of Hawai'i, Department of Labor and Industrial Relations, and administered by the University of Hawaii-Manoa, College of Education, Curriculum & Instruction Department. Most of the employees served by the project were non-native speakers of English whose main reason for coming to the center was to improve their work skills by improving their English. Other employees came to the center to acquire a high school diploma or to gain some other literacy skill. This handbook reflects the center's experience in meeting these needs.

* * * * *

This handbook is for every tutor at the learning center, from first-time tutors to those with lots of experience. It is meant to show you how tutoring is done here – how to keep records of your hours at work and your lessons with students, and the basics of how to tutor them.

Part I covers the policies for tutors at the learning center. These rules are designed to keep the center functioning smoothly, and it is important that you follow them so that you and the others at the center can work effectively. If you don't understand any of these policies, ask a staff member to explain them to you.

Part II discusses the basics of tutoring. It explains how to keep student records, conduct a lesson, and make a lesson plan. It describes some of the more popular learning materials used at the center, and it also has some teaching techniques that you may find useful. It has some guidelines to help you and your student understand and appreciate your respective cultures. This section is intended to assist you in tutoring; you do not need to follow every one of its suggestions to the letter.

This handbook is not comprehensive; its purpose is to get you started at the learning center, and to give you an idea of how to do what we do here.

Part I
POLICIES FOR THE WAIKIKI LIFELONG LEARNING CENTER

Hourly Staff Sign In/Out Log

1. You must sign in at the beginning of the work day and out at the end of the work day. If you do not sign in or out, your pay may be delayed.

2. If you are the first tutor to sign in for the day please skip a line in the log when you sign in.

3. You must use a pen when you sign in and out.

4. No one is allowed to sign in for anyone but themselves.

5. Please check the student log when your student leaves. It is very important that the entry for the lesson be complete.

6. If you need to take time off during your regular schedule, sign out for the break, and sign back in when you return to work.

Timesheets (For Paid Tutors)

1. It is your responsibility to submit a completed timesheet to the secretary on the posted due dates. Due dates are posted on the bulletin board. If you do not submit a properly completed timesheet, your pay will be delayed.

2. UH and RCUH policies state that you may work a maximum of 20 hours/week during the semester and 40 hours/week during summer and breaks. It is important to keep to this limit; you may not be paid for any extra hours.

3. You must take a break after every four continuous hours of work.

4. You must keep to your assigned schedule unless otherwise approved by the Director, Assistant Director, or Instructor in Charge of Scheduling.

5. You will be paid for actual hours worked. You will not be paid for the following: i) late period; ii) lunch period; iii) travel time; or iv) work done outside your regular schedule, unless requested by the Director, Assistant Director, or Instructor In Charge of Scheduling.

Training Time

1. Compensation is limited to training meetings and sessions that you are asked to attend and that are directly job-related.

2. Compensation is limited to time spent in training activities approved and paid for by the project.

3. Compensation for free self-development workshops is offered at the discretion of the Director, based on the merits of the training and its relevance to tutoring work.

Absences and Scheduling

1. You must notify the Instructor In Charge of Scheduling at least 24 hours in advance if you cannot come to work as scheduled (except for emergencies). Sick leave of three days or more should be supported by a physician's note. You must schedule time off for mid-terms and finals at least one week in advance.

Photocopier

1. Be gentle with the machine. Repairs are expensive.

2. Do not open the machine or try to fix it if you have not been trained to do so by this office. Tell the Secretary immediately if the machine malfunctions or needs attention.

3. Please remember to log all photocopying.

4. Personal copies are 5 cents per copy, may be made only after obtaining permission, and are payable to the Secretary.

Professional Ethics

1. Paid time is to be spent on work. Personal business and school work should be done on your own time.

2. Always let the Instructor In Charge of Scheduling know when you are free so that you can be assigned other work. Your job includes office work: typing, filing, copying, cleaning, and other duties.

3. The office telephone is for project business, not personal calls. No calls are to be made or taken when you are tutoring students.

4. Please keep your voice down.

5. Your body language, intonation, and choice of words are easily imitated by your students. Foul language and off-color jokes are strictly forbidden.

6. English should be spoken at all times except when assistance must be given in another language. Conversations in unfamiliar languages between tutors and/or staff might be misinterpreted as commentary about students, making them uncomfortable.

Dress Code

1. The way you dress has an impact on your student's perceptions of you. Because you are working as a professional in a business environment, business attire is required. Casual wear (shorts, rubber slippers, etc.) is not acceptable. You should always be neat and professional.

Room Order

1. Please try to make the Learning Center "inviting" to students! Be sure you always maintain neatness, tidiness, and quietness, and assure enough working space for students by clearing and cleaning cubicles. You should keep distractions to a minimum, and be sure to apologize if you have to interrupt a tutorial.

Food Items

1. Foods and beverages in the pantry must be kept neat and tidy.

2. Eating and chewing gum are not allowed during tutorials.

3. Tell the Secretary if you notice refreshments for students running low.

Greeting Students

1. Please extend a warm welcome to all students coming in, even if you're not their tutor. Try to make them feel comfortable, secure, and welcome.

2. Use friendly phrases like, "May I help you?" and, "What can I do for you?".

3. Don't leave students waiting by themselves unless they are obviously absorbed in studying. Chat with them or explain our program to them.

Telephone Etiquette

1. Always answer the phone, "Waikiki Learning Center."

2. Speak clearly in a friendly tone.

3. If the caller wants someone else, ask them if they will hold before fetching the other person.

4. If the caller wants someone who cannot come to the phone, always ask if you can take a message. Be sure to note the caller's full name (and check the spelling), who they want, where they are from, how they can be reached (telephone number), and tell them when you expect the requested party to get the message. Be sure to write the time and date on the message, sign it, and give it to the Secretary or other full-time staff.

Student Telephone Calls

1. If students wish to reschedule lessons, they must talk with the Instructor In Charge of Scheduling. If the Instructor is not available, tell the student that the Instructor will return the call.

2 Ask simple, friendly questions like, "May I help you?", rather than intimidating ones like, "Are you eligible to attend?" Use well-enunciated simple words if the caller cannot speak English well.

3. Always log the caller's name, company, and telephone number.

4. If at all possible, do not put a student on hold.

Mail Box

1. Each tutor will be assigned a mailbox for memos and messages. Please check your mailbox daily for new information and to clean out old papers. Mailboxes are not for storage.

Recycling

1. The Learning Center recycles paper. If only one side of a piece of paper has been used, and if there is no confidential information (like student names or data) on it, we reuse it for photocopying or scratch paper. Please keep the recycling tray tidy.

Part II

Students who come into the learning center are explorers, seeking new abilities and skills. As a tutor you are their guide, and in order to do a good job you must be able to map out the direction their learning will take. The following parts of this handbook are meant to help you make a map to guide your students to where they want to go.

The first and most basic rule in tutoring is to be prepared for the lesson. This preparation must include the following three components:

1) Awareness of the student's needs.
2) Objective(s) for the lesson.
3) Preparation of materials to be used during the lesson.

None of these components for instruction can be accomplished without considering the others, and you need to stick to the order shown above. It's a serious mistake, for instance, to set a lesson objective without considering the particular needs of your student.

The easiest way to combine these components is to focus on the best teaching techniques for the way your student is willing and able to learn. In this section, a number of techniques are outlined; they are suggestions to help you develop a teaching style that suits you and your student.

The basic progression through the three steps above is as follows. Your student has identified some need that can be met through education; that's why he or she has come to the learning center. These needs inform you of the student's willingness to learn. Once you have analyzed and understood your student's learning style, realistic objectives will become apparent. When you understand both steps, you will be able to choose appropriate materials for the lesson.

These three components are essential to keep in mind whenever preparing for a student. The following section of this handbook will focus on teaching techniques that address our students' needs, achieve the objectives of our teaching mission, and complement the materials available at the Waikiki Lifelong Learning Center.

UNDERSTANDING OUR STUDENTS

In order to tutor successfully, you must be aware of why students come to the learning center, and what their needs are.

Our students are:

adult learners » working people » time stressed » goal oriented » returning learners » unfamiliar with Hawaii » anxious to learn » looking to change jobs » looking to improve their work » financially stressed » working for personal goals trying to gain access to the mainstream » uncomfortable with English » unfamiliar with nongraded schools » looking for quick results » willing to work hard

Most of these characteristics apply to almost all of the students who come into the learning center. It will be easy for you to relate to many of these characteristics since they apply to most working adults in Hawai'i. There are also other pressures on the majority of our students that will be new to tutors from Hawai'i and the U.S. mainland – the stresses from sudden immersion in a foreign culture.

CROSS CULTURAL COMMUNICATION

The majority of our students were born and raised in cultures outside the United States, and if they speak any English, it is a second language for them. If these students come to the center to improve their language skills, or if they need to improve these skills in order to successfully study other content areas, we categorize them as English as a Second Language (ESL) students. This group is culturally diverse and has special needs, not only as adult students, but also as people adjusting to a foreign culture. It is crucial that, as a tutor, you provide a learning environment that is sensitive and responsive to any acculturation problems your student may be experiencing.

If you have any questions about this process or need suggestions on helping your students cope with new situations, feel free to consult our multicultural, multilingual staff or our resource materials on the language acquisition problems unique to each group. The cultural and ethnic composition of our staff parallels that of our students; staff members come from the U.S. mainland, Hawai'i, the Peoples' Republic of China, Hong Kong, Singapore, Southeast Asia, Japan, the Philippines, and the South Pacific. They can advise you of verbal, nonverbal, and other aspects of your student's culture that will help you understand his or her needs.

Resource materials available at the center range from booklets about cultural differences in conflict resolution, to ESL manuals, to pronunciation texts. Included are manuals and texts explaining pronunciation, intonation, and grammar structure differences between English and other languages.

Verbal and Nonverbal Communication

Styles in verbal and nonverbal communication are significant cultural expressions. Greetings, forms of address, and even voice pitch and modulation are basic verbal expressions that may be different in your student's native language and culture. For example, in most societies the way that you greet and address someone varies with the person's gender or social status. Your work as a tutor can be blocked if you are not aware of this and respond inappropriately.

Nonverbal communication is crucial; in some cultures, more so than verbal communication. Gestures, eye contact, posture, or physical proximity may convey powerful meaning that is unacceptable in a tutorial. Prevent friction by being alert to nonverbal signals; if your student draws back and becomes uncommunicative, you may be sending an unintended message.

Specific Cross-Cultural Communication Concerns

You will have accomplished the first step to becoming a culturally-sensitive tutor by understanding the above elements of cross-cultural communication. The next step is to become sensitive to the acculturation process. Most of our students who had formal education in their own countries received it through traditional classroom instruction. In this setting, the teacher takes on an authoritarian role and imposes an organization of activities. These students will be unaccustomed to American-style instruction, where learning is more student-centered, and students are expected to be more self-reliant, express personal opinions, and question the teacher. They may have a hard time and even lose respect for the teacher if the teacher appears uncertain and does not maintain control of a structured lesson. Meet the needs of these students by being and appearing to be well-prepared with an organized, structured lesson format. This will earn you respect, and your student will respond eagerly to instruction.

Choose appropriate topics for introductory language lessons. Questions requesting personal information such as home address and phone number may make a student uneasy because of an unresolved immigration status. A lesson eliciting information about parents, children, or a spouse could touch on topics that are extremely personal in the student's culture and are shared only after he or she has developed a bonding friendship with another person. It is also possible that your student's immigration to the U.S. was traumatic due to political, financial, or personal crisis; forcing the student to relive this tragedy with a relative stranger is entirely inappropriate.

There are some topics that never belong in an introductory language lesson, such as asking about age, lifestyle, salary, or marital status. Avoid the above topics until you feel certain that the student trusts you and wants to discuss them.

Conversational styles differ from culture to culture. For example, in America conversational topics are introduced and tossed back and forth by all participants with all opinions taken into account. In some other cultures, social status or gender dictates how conversation starts and what each participant contributes. It can be complicated as topics are discussed by certain speakers taking turns, according to cultural cues and conventions, one person at a time, with no interruptions.

For students unfamiliar with this country, ESL instruction should include the conversational conventions of the United States. Rather than imposing these conventions on your student as your method of teaching, describe and demonstrate American conversational styles as part of your lessons. Role-play with the student so that he or she feels comfortable and can adapt when speaking English with Americans.

Do not misinterpret your student's seeming reluctance to reply to you as a lack of understanding and complete his answer. He may consider this a rude interruption. He may be waiting to give a complete, well- thought-out answer at what is, to him, the polite moment.

A student may also be taking a while to reply because he is translating English into his native language, forming an answer, translating that answer into English, and then replying. For beginning students, this is unavoidable. Encourage students to respond with memorized phrases and idioms without going through translation; eventually, as they adapt to English structures and their vocabulary improves, they will be able to carry on genuine, non-memorized conversations without translating.

Finally, research the appropriate gender relationships in your student's culture. Gender dynamics in almost all settings will be different in his culture than they are here. A degree of familiarity between the sexes that seems natural to you in a school setting may offend your student. A case that illustrates this point occurred at the learning center; we had a female student who was insulted and complained because she had a male tutor who accidentally touched her arm. It is not necessary for you as a tutor to adopt the mores and values of your student's culture; however, you are required to ensure that you do not offend your student in this area. If you neglect this, not only have you blocked effective learning and failed to do your job, you may have violated the University of Hawaii's policy on sexual harassment. The best way to avoid misunderstanding is to maintain an impersonal and professional manner during initial tutorials, and to avoid any topic that has sexual undertones or touches on gender-power relationships. This includes charged topics like naming the parts of the body or styles of divorce in different countries, and also communication cues like your posture, proximity, clothing, tone of voice, eye contact, gestures, and attitude toward others in the room. Only after you are certain that your student will not be offended should you begin to introduce them to American cultural values in this area. Even at this point, the topic must remain generalized; tutors must remain neutral and distanced from this area in their personal interactions with students.

Student Cross-Cultural Awareness

Once students become aware of and appreciate the differences between their native cultures and the host culture in Hawai'i, the next step is to foster their appreciation of the cultures of other students at the center. Our students live in the state with the most ethnically and culturally diverse resident population, and are employed by a visitor industry catering to a variety of customers from everywhere; no place on Earth has a more diverse mix of tourists. If our students can learn at the center to appreciate each others' cultures and function in a multicultural setting, they will have gained the skill to adapt, behave, and speak appropriately with different groups at work and in their own neighborhoods.

People come to the learning center because they have very real needs – remember, our students work long hours and their jobs leave them exhausted. Something very strong must be driving them to come to school.

TRANSLATING NEEDS INTO GOALS

The first task a tutor must accomplish after being matched with a student is to discover the student's goals. Strike up a conversation with your student, ask her what she wants to know and why she's here.

The reasons your student gives you for coming to the learning center are her needs. If you can convince your student that these things she wants to do are attainable, convince her she can work towards them, you have helped her translate her needs into goals.

After you've got the goals out in the open, match them up with learning objectives. For example, let's say a student comes in and says she wants to move up from being a housekeeper to becoming a supervisor, but she feels she needs to know more English. Her placement tests show that her oral skills are better than her reading skills but that she needs work on both. Decide with the student which are her most pressing needs, and then show her the objectives she will need to master to acquire these skills. Be sure to relate these objectives to real-life situations that are relevant to your student's work and life.

Continuing with our hypothetical housekeeper, let's say you and she decide to begin by working on her oral skills. Be sure the material you select relates to her life; if the lesson you're working on involves giving directions, you might ask her if she's heard people giving directions in the hotel and what they said. You might then incorporate the vocabulary and settings from the dialogues she reports into the structure of the materials you are using.

It's important to remember that the goals you help the student express won't often sound the same as the learning objectives the student must achieve to reach them; when you and your student both understand and agree on the relationship between objectives and goals, you've taken the first step toward helping your student achieve them.

Objectives for most of the things we teach have already been set down in guideline Individual Education Plans (IEPs). When a student is setting goals in one of these areas, use these guidelines to set up goals. These IEPs are very detailed; it isn't necessary to discuss the need for every objective in them, and not every student will need to work through every objective. Use the IEPs to show the student the direction his learning will take.

How formally you present this matching of goals and objectives will depend on your student and your teaching style. Some students need little reassurance; for example, many ESL students immediately understand the connection between sequential language-acquisition objectives and learning the language. For these students, a brief discussion should be enough. Other students, those with less specific goals, may need to be shown in greater detail the connection between these goals and the incremental objectives needed to achieve them.

After you have met the student and established a set of objectives, construct an IEP. In cases where a guideline IEP already exists this will be easy; simply choose the objectives that apply to your student. In other cases you will have to write the objectives yourself.

Example: A student comes into the learning center and says he needs help with his English. In his first interview he tells you that he is a housekeeper but would like to work in engineering; he has been told that there is an opening for him, but that he has to be able to read instructions and communicate in English. He says that he's seen the work orders from engineering, and they look hard to understand. He doesn't have much confidence in his ability to speak English. He has some difficulty explaining this to you because of his English; his assessment shows he is an intermediate ESL speaker and belongs in ESL II. Your IEP might include the following:

INDIVIDUAL EDUCATION PLAN

Student's Name: John Q. Student Student ID#: _____

Category & Level: ESL II Module: _____ Duration: 4 Hours

Long Term Goal: _____

Specific Objectives: Student will be able to...	Skill Focus	Resource	Activity/ Assignment	Evaluation Method	Date & Time (Actual)	Objective Achieved?
Student will be able to use appropriate expressions when offering assistance	Oral	List of questions most frequently asked, compiled by hotel; ExpressWays 2b, pp 101, 109	Use questions in dialog form; look up vocabulary and use in context setting; perform ExpressWays dialogs.	Tutor-designed oral test	12/15 .5hr 12/17 1hr	Yes Student used 12 out of 14 expressions correctly
Student will be able to identify and pronounce the vocabulary used in Hotel engineering work orders.	Reading Oral Cultural	Representative work orders from Hotel engineering	Read outloud and explain work orders	Identifies and correctly uses and pronounces >95% of words in a previously unread work order	12/17 .5hr 12/21 1 hr	Yes Student explained work order without errors.

The evaluation method for the first objective, "tutor-designed evaluation," simply means in this case that the tutor makes up a series of questions that test the student's use and understanding of the vocabulary. The method used to evaluate this depends on the tutor; it could be directed conversation or an oral vocabulary test. Evaluation of this objective could also be simultaneous with activities carried out to achieve another objective.

In this example, resources and materials used to master these objectives need not be confined to work orders, the vocabulary list, or ExpressWays. The tutor and student might also use a dictionary, a grammar textbook, a magazine or a news article, or other materials. These resources can help the tutor reinforce some aspects of mastering an objective the student needs help with. You should familiarize yourself with the adjunct resources available in the center.

If you do bring in outside materials, be sure to name the materials, explain what they are about, and why and how you used them. This information will help other tutors who may work with that student. Adjunct materials used for a particular lesson aren't recorded on the IEP; they are to be noted in the "Activities and Resources" section of the Individual Training Record (ITR).

The IEP is the "strategic planning" document for a student. It doesn't need to be updated after every lesson; only when a student has mastered one of the objectives in it. The details of a particular lesson are to be entered onto the ITR. This should be done after each lesson is finished, as soon as possible; the more immediate your entries are, the more valuable they will be. An entry for a student following the sample IEP above might be as follows:

INDIVIDUAL TRAINING RECORD

Name: Jane C. Student ID#: _____

Instructional Module: ESL II- expressions of assistance

DATE	TIME	OBJECTIVE OF LESSON	ACTIVITIES AND RESOURCES	COMMENTS AND EVALUATIONS	TUTOR'S INITIALS
12/17	1:30 to 2:30	Study and discuss vocabulary for greetings.	ExpressWays 2b, p 109	Student had trouble with "r" sounds and using pronouns in speech. Drill next time. Defined most of the words, but do chapter again.	X.Y.Z.

SUGGESTED TEACHING TECHNIQUES

The method a tutor uses to teach must suit both the tutor and the student. Remember, your student is using you as a facilitator to understand objectives that will help achieve his or her goals. If your student doesn't understand the process you are using, or is psychologically not suited to it, the objectives will never be met.

There are a few basic points common to all good teaching techniques:

1. Be consistent. Try to do the same things the same way; your student needs to concentrate on the material to be learned, not on constantly changing rules for approaching it. From time to time it is good to approach material from a fresh direction, but don't let the mechanics of the lesson get confusing.

2. Work at the student's pace, not your own. Remember, the things you teach are easy for you to understand, but they aren't for your student. It will take a few lessons to determine your student's pace.

3. Listen carefully to the student. Don't assume your student knows any of the material in the lesson, but be ready to move on if he or she does.

4. Inform your student. Your student has the right to know what is going on with his or her education. You should never withhold an explanation of why something that has anything to do with the student is the way it is. If you don't know the answer, tell the student you will find out before the next lesson. At the next lesson tell the student what you learned.

5. Treat any material produced by your student, written or oral, just like gold.

On the following pages are some suggested teaching techniques. Some are adapted from the book Content Area Instructional Strategies for Students of Limited English Proficiency in Secondary Schools: a Sheltered Approach , while others have been collected from the staff and tutors at the learning center.

The "Sheltered Approach" does have special relevancy for our ESL students at the learning center. In this method, students with limited English proficiency study the same content area and subjects as others but in simplified language. In workplace literacy programs, ESL students study language oriented towards tasks at work. Both scenarios use simplified language to examine and express other specific content areas. The techniques presented here are not unique to this approach; the best ones can be adapted to almost any teaching style or to any subject.

You do not have to try all these techniques, nor do you have to follow them to the letter; you are also perfectly free to use other techniques. They're here because they just might help you in developing your own technique that will be best for both you and your student.

TECHNIQUES

Vocabulary Building

- Use gestures, body language and visuals, such as pictures, drawings, and actual objects.
- Point to these visuals to clarify meaning.
- Label drawings and pictures to help students to make the connection between oral and written English.
- Use the students' ideas as the starting point and elaborate on them to clarify meaning. This allows the students to contribute to the meaning process and enhances their self-esteem when their ideas are accepted.
- Repeat incorrect utterances correctly in an unexaggerated manner to encourage students to assimilate the correct structure without feeling embarrassed or criticized.
- Incorporate role-playing activities to help students anchor new concepts and language in familiar contexts.

In order to help students acquire a large vocabulary in a short time, vocabulary instruction needs to go beyond the teaching of isolated words. **Repeating words that are not understood, orally or in writing, discourages students from accessing background knowledge or setting the new words in an understandable context.** Vocabulary development must be tied to the development of concepts. When words are introduced in ways that activate existing knowledge, students make important connections between old and new information and become aware of how the new words fit into their semantic repertoire.

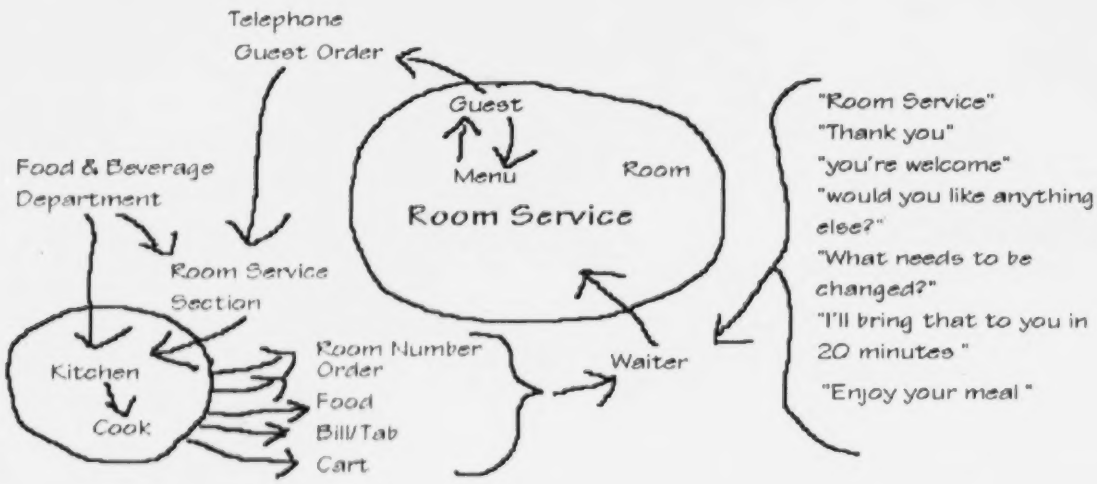
Previewing the Selection

Vocabulary is first introduced in context as the student and tutor preview the lesson. The tutor can point to pictures in the book and to paragraphs where the words are to be found. Skimming to determine the main ideas or scanning to find specific details of interest can be very effective pre-reading activities. Previewing helps students understand rapidly what they are about to hear or read in the new lesson. Previewing questions from the lesson can also be very helpful.

Mapping

Semantic mapping is effective in helping increase students' vocabulary and demonstrating underlying concepts in subjects like math or social studies. Making a map showing the connection between words brings a student's experience into play, and adds new words and ways of seeing things to that experience.

A tutor should introduce the concept of semantic mapping by making one with the student. In the center of a piece of paper, write a new topic from the current lesson. Surround this topic with associated vocabulary words, and discuss how these are connected to the topic and to each other.



This technique is useful for introducing new concepts since it helps the students see the scope of the topic right away. It can be used with other tutoring techniques; the map above could serve as the basis for several role plays, or a student could be asked to make his own set of flash cards from it.

Imagery

Visual images may be the most potent device to aid recall of material. A large proportion of learners have a preference for visual learning. Relating new language to concepts can be done through meaningful visual imagery, either in the mind or by drawing. The student can be asked to picture in their minds or make a "mind movie" of an object. This enables them to establish a set of coordinates for remembering a sequence of words or expressions, or a mental representation of the letters of a word.

Thinking Out loud, or Metacognition

Metacognition is a useful tool in helping students remember a process or sequence of events. While the tutor performs the procedure, he or she speaks every decision being made and announces every action being carried out. Alternate or multiple pathways to the desired result, successful and unsuccessful, should be explored as part of the process. Thinking out loud through a procedure helps students develop strategies for planning how to solve future problems as well as helping them to remember the process being demonstrated.

Meaningful Sentences

Choose a word that has good possibilities for visual imagery. Meaningful sentences serve to help the learner evoke associations between words and underlying concepts. Write down your word and ask the student to use it in a sentence.

Example:

- "Give me a sentence using the word 'tweezers'."
- "The tweezers are made of steel."
- "Try to say more about tweezers. In that sentence, we could put a lot of other words in instead of tweezers, like 'the *desk* is made of steel.', or ship, pipe, pen, fence, or lots of other things. Try to make a sentence that really helps you see and understand tweezers."
- "The tweezers pinched my finger, making it bleed."
- "That's a lot better, but you could also say, 'The *crab* pinched my finger, ' or 'the *car door* pinched my finger.'"
- "The sharp steel tweezers pinched me, making me bleed"
- "The sharp steel tweezers slipped and pricked me, making me bleed."
- " The small, narrow steel tweezers with a sharp beak like a bird slipped and pricked me, making me bleed."
- etc.

Total Physical Response

The student acts out procedures or expressions by speaking, performing or pantomiming the required physical movements. Encourage the student to act out any motion he or she feels is appropriate for things. Role-playing is a related technique for more advanced students and more abstract concepts; for example, the parts of hotel guest and front desk clerk could be acted out with all the appropriate motions.

Keyword Cards

Have students make their own set of flash cards with vocabulary words on one side and definitions on the other. This technique can be adapted for many subjects: in math, a typical problem could be on one side, and on the other, the student could put the steps needed to solve it. Students studying history for the GED could write an event on one side of a card, and the pertinent facts on the other.

Student Writing and Journals

One approach to using student journals is to treat them as an extended version of the above technique. A student can create a reference book on the subjects he or she is studying. Initial entries can be amended as the student gains expertise in the subject. Journals can be an important tool for teaching writing, and it is a good idea to have anyone at any level who is learning to write start one. Before you assign a writing exercise, make sure your student understands why he or she is writing. This should be done for single-sentence writing exercises as well as longer assignments. Discuss with your student what is to be written and why. Explain how to outline, and how to decide on an audience before writing.

Journals come in many styles: freewriting, directed writing, exercise books, for note taking, or as a combination.

Freewriting journals encourage students to experiment with new forms and help them increase the depth of their writing. When looking over a freewriting sample, the tutor should not be too critical of grammar and structure, concentrating instead on how the student's topics and themes can be clarified.

For directed journal writing, the tutor assigns the student a topic. This places more emphasis on grammar, structure, and mechanics.

Freewriting and directed writing can both be used with the same student. A tutor may have a student develop a topic through freewriting, then discuss approaches to that topic with the student. The tutor may then assign a directed writing exercise to the student on one of the themes and topics they have discussed.

Language Experience Approach

This method works quite well for many beginning and ESL readers. The tutor asks the student to talk about something, and writes down the story in words as close to the student's as possible, using proper grammar. The student then reads the story back to the tutor. Inevitably, the student will elaborate and amend the story, allowing opportunities to introduce writing as well as reading skills.

Checking for Understanding

You should always be checking to make sure your student understands concepts, vocabulary, and context. Use the "W" questions (who, what, where, when, why), intentional error questions (Two plus two is two?), and ask for proof or confirmation if a student answers without elaborating.

Correcting Errors

Remember that errors are a part of the learning process; everybody makes them while learning, but having them highlighted can unnerve and stress students. Errors help a tutor see the systematic mistakes a student may be making, but these insights must be used indirectly.

- Focus on the overall direction of the student's answer instead of specific points. Before gently correcting the student, spend a moment to discuss how his answer is in agreement with the material being taught.

- Correction can be by restating the answer:
  "I stay work all morning."
  "Oh, so you were at work all morning."

- Tutors should always remember that learning is an incremental process; student successes should be praised, but avoid creating an atmosphere that makes students feel that they must attain perfect achievement.

Speaking with ESL Students

When you speak with a student whose English is limited, you must adjust your speech to the level of proficiency of the student. Everyone can do this, but until you have some experience with it, it takes a little work.

You should not speak to an adult with limited English proficiency in the same way you would talk to a child. Though adults' English is sometimes rated using grade equivalents, it is a mistake to talk or teach an adult with a fourth-grade level of English as if he or she were in the fourth grade. You must always remember that the adult students at the learning center are proficient in another language, that English is their second (or third, or fourth) language, and that they have the cognitive processes and the experiences of adults.

Some techniques for speaking with ESL students:

- A slower, but not unnatural, rate of speech.
- Clear enunciation.
- More repetition, rephrasing, clarifying, restatement, and redundancy than with a native speaker.
- Controlled vocabulary and idioms.
- Making abstract terms more concrete by using immediate examples that the student can understand, e.g., for "the landlord honored his word about the door," say, "the landlord fixed the door just like he said he would."

Student Speech

Don't rush ESL students into attempting to speak at a level beyond their ability. Beginning English speakers should be encouraged to communicate meaningfully; don't put too much emphasis on using standard forms. You might want to start out with questions a student can answer with a "yes" or "no"; a slightly more advanced student might be asked to identify objects.

Remember that improvising a dialog is much more difficult than repeating a scripted one. When engaging in "live" dialog with a student, try to keep interruptions to correct forms to a minimum. Concentrate instead on the sense of what the student is trying to say.

American Holidays to Introduce Culture

One effective way to introduce American culture is through holidays. Students are usually interested in the historical background, practices, and symbols associated with American holidays. Reading and reference materials on this subject are on the shelves for tutors to incorporate into vocabulary building, role playing, reading comprehension, or other kinds of lessons. Students are especially interested in comparing American holidays to holidays in their native countries.

How to Dissolve Math Anxiety

Students usually have a special feeling about studying math – they claim that they'd rather get their teeth pulled! The following are a few suggestions tutors can use to overcome this anxiety.

- Remember, there is always more than one way to do something
- Go at the student's pace. Everybody has their own strengths and weaknesses – be careful to adapt to the student's pattern, not your own. For example, some students are more comfortable with a special emphasis placed on reading things through first, while others want to get the pencil on the paper right away. Pace can be the rhythm of the lesson. Some people need constant encouragement, while others want to be left alone to work. Pace is also the rate at which new knowledge can be absorbed – don't try to prolong new learning beyond the student's capacity.
- Avoid specialized language whenever possible. "The number on top" works just as well as "numerator" in getting results.
- Repeat and review. Traditional math teaching was lean and spare; everything was covered just once. A better approach is to check and recheck to make sure that the student understands concepts before going on.
- Don't be judgemental about results. This is the biggest cause of student anxiety. Something both great and awful about math is that an answer is either right or wrong; great if you have the right answer, awful if you don't. Remember, we don't give grades here. If they don't get the right answer, it isn't a failure, it's no big deal. Go back and try it again together.

STUDENTS' BILL OF RIGHTS

You have the right to ask questions.

You have the right to ask the teacher to go over it again.

You have the right to say you don't understand.

You have the right to refuse to take a test until you feel comfortable about it.

You have the right to tell the teacher what you think the answer should be.

You have the right to ask if there is another way to do something.

You have the right to ask why an answer is wrong.

You have the right to work at your own pace.

You have the right to tell your teacher that what you are studying makes you uncomfortable, if it does.

The following is a list of books that have proven popular with tutors. Don't feel restricted to these books! There are scores of titles on our shelves to choose from; several are specialized and focus on particular problems, and one of them may be just what your student needs. This list is just an introduction to the basics of our collection.

For ESL Students

New Oxford Picture Dictionary This book is for vocabulary learners with very little English. Each page has an illustration of various content-related objects which are named in a vocabulary list at the bottom of the page. This is a great book to "set the stage" for a descriptive dialog. There are accompanying workbooks and audio tapes.

ExpressWays Each short chapter in this book is based on a lifeskill function. The chapters begin with a sample dialog, then offer a half-dozen or so alternate themes for student and tutor to play through, following the model. It comes in six volumes of advancing difficulty, with accompanying audio tapes.

Side by Side This grammar book, like the preceding two on this list, emphasizes conversational skills. It is meant to be used during lessons with a tutor. Each chapter has a short story or dialog to set the stage, then a set of exercises that reinforce idiom or grammar point being taught. There are four volumes of advancing difficulty, each with its own activity book.

Reading for Concepts This series of readers has short fiction and nonfiction stories from American and Western cultures. Each story is accompanied by study questions. The series has several volumes from beginning to advanced.

Practice with Idioms This book has sections that explain the grammatical structure of the common idioms it introduces. Other sections drill the student in proper use of the idioms and group idioms by content area.

Vocabulary Booster This book introduces vocabulary and idioms in story format. The stories are generally versions of traditional myths and folktales. The forms introduced are used in subsequent chapters, reinforcing students' retention and understanding.

Spectrum This book-and-tape set has a little bit of everything: conversation, reading, grammar and sentence construction, etc. It has proven popular with students to use on their own as an adjunct to their regular lessons.

Everyday English Uses a grammar approach to teach basic lifeskills to ESL students.

Jazz Chants Students will either like Jazz Chants or hate it. Each of its sections works on a particular sound or grammar pattern. It is an excellent approach for teaching the intonation and cadences of English through reciting rhymes. With tape.

The following three books by Elizabeth Azar, and the series by Robert Lado, offer a traditional grammatical approach to English for the ESL student. They can also be used to teach grammar to native speakers of English.

Basic English Grammar, **Fundamentals of English Grammar**, and **Understanding and Using English Grammar** These three books, listed from most basic to advanced, are concise and complete grammatical approaches to learning English. All three come with workbooks.

Lado English Series This series is not quite as traditional as the Azar books mentioned above; it is a sort of "link" between them and more conversational methods.

English Books for ESL Students and Native Speakers

The learning center has several texts to help ESL and native speakers of English improve their spelling.

Edge on English; All Spelled Out is a series of spelling books that also sneak in grammar and pronunciation rules.

There are about thirty textbooks on the shelves designed to help native speakers of English improve their writing skills. Among them are:

Basic Business English A writing manual that teaches the basic business forms and teaches grammar at the same time.

The Write Stuff This text takes a more academic approach. It teaches the techniques for writing essays and term papers.

Writing for Workplace Success Teaches the basic business forms and has generous exercises for them.

Math

There are about a half-dozen textbooks for the student who needs help with basic mathematics.

Essential Math for Life This is a series of books that teaches the basic four functions and some pre-algebra and geometry. These books try to cover each concept through three approaches: in sum form, with word problems, and through life applications.

High School Diploma

The learning center has General Education Development (GED) and pre-GED materials from two publishers, **Steck-Vaughn** and **Scott-Foresman**. Both of these series are comprehensive, with texts, workbooks, and practice tests covering the major content areas for the GED.

The center also has materials produced for the Competency-Based High School Diploma Program **(CBHSDP)**. These are divided into five units that relate to different aspects of life: consumer economics, law and government, mathematics, occupational knowledge, and health.

The above is by no means a complete list of materials available at the learning center. There are many other fine textbooks on the shelves aside from these that might best fit a particular student's needs. Tutors are encouraged to browse the shelves as much as they can.

LESSON PLANNING

Planning a lesson is an art, and there is no single best way to do it. A lesson plan prepares the teacher to teach, and a good plan ensures that the lesson exerts the correct "pressure" on the student that is neither too hard nor too easy. Lesson plans are a kind of "time map," and like any good map, some coordinates are essential:

- Total time for the lesson
- Time blocks for each activity
- Materials to be used
- Environment

The total time for the lesson is almost always a given, usually 90 minutes, but how you break this time into blocks for each activity is the heart of the plan. The average student can stay focused on a particular task for 15-20 minutes, and after that his capacity to learn rapidly diminishes. This varies from person to person; some students' optimum time on a task is only 3 minutes. You need to watch your student closely for the first few lessons to see how long he can work effectively on a task and adjust future lessons as necessary. In most cases, 20 minutes should be the maximum for any one activity.

Once you have blocked time for each activity, determine how you will move from task to task with your student. Students learn better when ideas and concepts are presented to them in more than one way. As an example, in a lesson focusing on conversational skills and

greetings, you might act out a greeting dialog with a student that he or she has heard on the job, and in another part of the lesson have the student copy the vocabulary from a list you've made. In another activity you might couple this skill, greetings, with a related skill like talking on the telephone. By pacing your lesson in this way, you reinforce the skill through repetition and by using multiple approaches, and at the same time you sustain your student's capacity to learn by moving from task to task.

Your choice of materials depends on the ability and needs of your students, their styles of learning, and your style of teaching. The materials you use should challenge your students but not defeat them; this works best when the material is a mixture of the familiar and the new, and uses the known material to introduce the new. The proportion between these depends on how efficiently your student learns and, again, this is something you will have to gauge for yourself.

The last coordinate, the environment, isn't usually explicitly written into the plan, but it must be taken into account. Given the same subject and student, different lessons would have to be planned for a quiet cubicle and a noisy, bustling room. You can use the environment to your advantage. For example, when teaching conversational skills, you may want a student to practice greeting and introducing other people. If you are in a busy room with other tutors and students, you can actively use the learning environment to improve the lesson, by talking with others as long as you are careful not to intrude into the other lessons too much.

It is important to plan for more work than you will probably get through in a lesson – there is no feeling worse than coming to the end of your lesson plan before coming to the end of your lesson. You should also have several stopping points planned. It is a good idea to have a "backup" in case this happens (eg. an exercise or reading passage the student can work through from a familiar book). You should also have several breaks points planned during the lesson.

Sample Lesson Plan

This is an example of a possible lesson plan for an ESL IV student who is a waiter at a hotel restaurant. "T" stands for tutor, "S" for student.

Lesson Goal: Improve English for "small talk" with customers, getting and recording information on the telephone.

1 hr. 15 min.

0-15 min.: Review practice language functions such as greetings, explaining and reporting weekend activities, hobbies, etc.

15-45 min.: Making small talk. T and S discuss conversations that student has with customers. T and S role play conversations with customers using information from current events reading (from Tuesday class).

Using the telephone: T explains to S how to answer the phone. T and S role play.

T explains to S how to converse on the phone. T and S role play. S will need to practice American names, numbers (how to copy down.)

45 min.-
1 hr. 15 min.: S to create (write down) dialogues using alternate expressions. T will review written work.

Note that this lesson plan does not directly use any materials from the learning center. This is OK , as long as the lesson makes progress in achieving the objectives described in the student's IEP.

The lesson starts off with review, something the student is familiar with. This activity could be an extension of the greetings between the tutor and the student.

This activity also builds on something the student has done before and introduces it in a new context.

The telephone role play shows the student another format for greetings. So far, all three activities have been based on greetings and introductory remarks demonstrated in three settings: the classroom, resturant, and on the phone. Additional "small talk" appropiate for each setting is practiced.

The lesson has introduced a new topic, phone conversation. The tutor explains local cultural conventions for the phone, and practices the new vocabulary out loud with the student, has him write it down, and then has him read the dialog back, using four pathways to reinforce learning: listening, writing, reading, and reciting.

In this activity the student works on another skill – writing – using the vocabulary and idioms from the lesson.

Attachment 2

WAIKIKI LIFELONG LEARNING CENTER

May 1, 1992 - April 30, 1994

FINAL EVALUATION REPORT

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1. Introduction

This report describes the evaluation results of the implementation of the Waikiki Lifelong Learning Center (WLLC) Project, and its effectiveness in accomplishing the objectives specified in the project proposal. The evaluation studies various aspects associated with the implementation and effectiveness of the project, such as the curriculum design, instructional modules, instructional methods, staff composition and development, service delivery, participant profiles, participant achievement, participant evaluation of the project, and management feedback. The description of the project operation and outcomes is followed by the evaluation findings and recommendations for future project improvement.

2. Project Description

The Waikiki Lifelong Learning Center (WLLC) Project, an extension of two previous projects: Skills Enhancement Literacy Project of Hawaii (SELPH) I and II, was a workplace literacy demonstration partnership project between the University of Hawaii at Manoa, College of Education and a consortium of large businesses and one small business on a non-profit basis. This demonstration project was designed to meet the visitor industry's needs and to facilitate the individual's development by providing training mainly in job-related literacy skills required in the workplace.

Tourism is Hawaii's main industry. In order for Hawaii's visitor industry to maintain a competitive edge in the world tourism market, it must maintain a world class workforce which can provide high quality service to its customers. Consequently, it must provide training in the primary skills which the visitor industry identifies as crucial for employees, i.e., verbal communication skills, basic reading and math skills, and specific job skills.

The target population of this project was the employees of the 19 participating hotels in Waikiki with special emphasis on those at the entry levels in the workforce. The workforce at these levels consists of a large number of new immigrants mainly from Pacific and Asian countries for whom English is a second language. Among those born in Hawaii, many speak Pidgin English prevalent in some areas. Employees' efforts to improve themselves are often compromised by their irregular work schedules, long work hours, transportation difficulties, and psychological barriers. To facilitate participation, the project offered convenient training locations, flexible scheduling, individualized and group methods of instruction, computer-

assisted instruction, and job-related materials. As a result of participating in the project, employees are to be able to perform their jobs more effectively and efficiently and able to take advantage of opportunities for advancement.

The project operated for 18 months, from May 1992 to October 1993 as originally proposed, and continued to April 1994 with a six-month no-cost extension. The project aimed to provide literacy training to 900 hotel employees. The two primary objectives of the project were:

1. To establish the groundwork for a self-supporting lifelong learning center in Waikiki to serve employees in the visitor industry.

2. To teach, upgrade and improve the workplace literacy skills of employees for continued employment, career advancement and/or increased productivity in the visitor industry located in Waikiki.

3. Evaluation Approach

The methods of gathering data for evaluation used by the external evaluator consisted of the following:

1. Reviewing the project documents: project proposal, course outlines, attendance records, training records, test outcomes, evaluation survey results, minutes of staff and Advisory Council meetings;
2. Observing staff meetings, classroom instruction, and individualized tutorials;
3. Interviewing project staff and participants.

The quantitative and qualitative data obtained from the above activities were then analyzed, synthesized, and used as the basis for evaluation findings and recommendations.

4. Project Operation and Implementation

A. Instructional Modules

The project employed four independent and interrelated modules: (a) The English as a Second Language (ESL) module which was designed to improve the literacy and verbal skills of non-native English speakers with limited English proficiency; (b) The Basic Skills module for employees who spoke English as their native language and were interested in upgrading their basic skills in areas such as reading, writing and mathematics; (c) The Graduate Equivalent Diploma (GED) module to meet the needs of individuals who wanted high school diplomas; and (d) Skills Enhancement (e.g. driver's license written exam). Complementary to the four major modules, workshops on self-improvement and special job-related classes were planned and implemented.

B. Instructional Methods

The project utilized three instructional methods to meet the needs of the partners and their employees. First, for job-related literacy skills training, classes and workshops were organized based on the needs assessment or as requested by hotel departments. Employees recommended by the management attended these classes and workshops on either work time or their own time. The difference between class and workshop format was the number of training sessions needed to complete a program. Those that required more than one session were classified as classes and the others as workshops.

Second, the individualized one-to-one tutorial was the basic method to teach ESL and GED programs. Most participants in these programs came to learn on their own time. Hotel employees with irregular work schedules, especially those who lacked basic skills, preferred to have some control over the pace and direction of their learning.

The third method was computer-assisted learning. It offered participants an innovative alternative to independant learning, and at the same time introduced basic computer literacy, an increasingly important skill in today's job market.

Although the project was primarily designed for entry level employees, it also made advanced literacy skills training programs available to employees at the supervisory level.

C. Learning Center

The learning center of the project, located in the Kuhio Mall in the center of Waikiki, was within walking distance of all partner hotels. The center was on seven bus lines, and partners provided their employees with parking, a very expensive item in Waikiki. With floor space of more than 1,000 square feet, the learning center offered a comfortable environment, conducive to learning. Well-equipped with an extensive collection of text books, reference materials, audio and visual tapes, and computer software, the center and its staff was able to satisfy the needs of all participants with diversified interests and at different proficiency levels. The learning center operated ten hours a day, five and a half days a week. Special arrangements were made with some participants to study beyond the publicized times. The project staff were available on a daily basis to provide educational support, guidance, and one-to-one instruction. Staff members conducted classes and workshops at hotels to save participants' travel and businesses' release time.

D. Assessment and Record-Keeping

An assessment and record-keeping schedule was designed, in consultation with the external evaluator, to provide information, in a timely manner, to the project director and the external evaluator who filed formative and summative evaluation reports. The data-collection procedures were as follows:

1. Recording participants' demographic information upon entry.
2. Interviewing new participants and assessing their language proficiency for appropriate placement.
3. Monitoring participants' attendance and learning progress regularly by completing the Individual Training Record (ITR) after each session.
4. Conducting a formative evaluation by sending questionnaires to hotel management and participants as scheduled.
5. Filing monthly and quarterly project progress reports.
6. Collecting anecdotal records of significant events.
7. Developing and/or modifying existing evaluation instruments as needed.

All demographic data, attendance sheets, progress records, the project journal, and survey findings were collected by project staff according to set guidelines and a prescheduled timetable. All information was stored electronically in a computer system.

E. Staff Composition

The project team consisted of a principal investigator, a director, three full-time instructors, and a secretary, all qualified for and competent in managing adult literacy training projects. Most of the staff had already had over three years of experience in similar projects, thus decreasing the possibilities of false starts and setbacks common for many new projects. During the operation period, the project recruited 24 paid part-time tutors of diverse cultural backgrounds to serve participants from different linguistic and cultural groups. Most tutors were students from the University of Hawaii at Manoa, half of them with a B.A. degree. Others were from Hawaii Pacific University and Chaminade University while still others were employed through

the State Employment Office. At the same time, the project maintained a valuable reservoir of 30 volunteer tutors from the participating hotels, the community, and the University. Most of them had substantial knowledge and experience in the visitor industry and/or in the teaching of literacy skills. Among them were 14 students from the University of Hawaii Ethnic Studies Program.

F. Staff Development

All project staff and tutors attended a standard orientation before they began. Topics included the philosophy, objectives, background, and structure of the project; an introduction to the curriculum and materials; and an overview of several types of instructional methods. Cultural awareness, evaluation and record-keeping requirements were presented and emphasized to all staff members at the orientation. Throughout the project, staff and tutors attended on-going workshops on curriculum development, teaching strategies, and evaluation. Some key project staff attended local and national conferences on workplace literacy.

G. Curriculum Development

The project's curriculum guide was competency-based, focusing on the literacy skills that needed to be mastered in order to meet job requirements. It identified job functions and literacy skills needed, and suggested appropriate instruction activities and material resources. In two years the project provided 18 classes and 4 workshops to participants based on requests from hotel departments or initiated by the project staff.

H. Partnership

WLLC was a partnership project between the University of Hawaii at Manoa, College of Education and a business consortium. The College of Education contributed its educational expertise to administer the project while enjoying the full support of the

consortium. The consortium consisted of one small business, Tropic Art Design, and 19 hotels under four organizations: ITT Sheraton Hotels in Hawaii, Aston Hotels and Resorts, HTH Corporation and Otaka, Inc. The partners donated the learning center's facilities at a prime central site located in the center of Waikiki, maintenance and utilities costs, parking for project staff, on-site training facilities, equipment, personnel and employee release time. In addition, they assisted the project team with the needs assessment, participant recruitment, follow-up evaluation, volunteer recruitment, and project publicity.

I. Advisory Council

The Advisory Council consisted of top management from all partners, an employee representative, and community representatives including the First Lady of Hawaii, the Director of Academic Support Services for the Community Colleges, the head of the State Department of Labor and Industrial Relations' Employment Training Program, an education specialist from the State Department of Education, a principal of a community school for adults, and a representative from the Governor's Council for Literacy and Lifelong Learning. The Advisory Council met bimonthly to provide guidance and assistance in various areas. Members were often called on individually when their expertise was needed.

5. Project Outcomes

A database comprised of participants' demographic information, project service delivery, participant achievement, and participant and management evaluation of the project impact was established to support research on the project implementation and effectiveness, i.e., the extent to which the project accomplished its objectives.

A. Participant Profile

The project enrolled a total number of 248 participants during the its operation period. The participants were the employees of the partnership organizations. Among them ITT Sheraton Hotels in Hawaii which had been involved with two previous workplace literacy projects and had a high number in tutorials accounted for 41% of the total enrollment, 102 participants. Aston Hotels and Resorts which provided release time for classes and workshops followed with 30% of the total, 73 participants (Table 1). More than half of the participants (131, 53%) were from the Housekeeping Departments of different hotels. Most of those from the Housekeeping Department were female. The female to male ratio was approximately 7 to 3 (Table 2).

Filipinos composed the largest ethnic group enrolled, 95 (38%) participants. This was followed by the Caucasian (63, 25%), Japanese (25, 10%), Chinese (25, 10%), Hawaiian and Part Hawaiian (14, 6%), and Korean (5, 2%) (Table 3). Most of the participants (160, 70%) were non-native English speakers who had immigrated from the Philippines, China, Japan, or Korea. The percentage of participants in each ethnic group was very close to the percentage of participants in each foreign language category, indicating that most of them were either first generation immigrants or from families which spoke the languages of their native countries at home (Table 3).

Although they had low levels of English language proficiency, many immigrant employees had relatively high levels of formal education in their countries of origin. The numbers in Table 4 for post secondary education (81, 33%) mostly reflect education outside of the United States. Given the educational background of the participants, they were motivated to improve their literacy skills and to overcome the existing language barriers; they knew exactly what they wanted to achieve, and how to accomplish their goals based on their past educational experience.

Participants came from all age groups (Table 5) and had varying years of employment (Table 6). This suggests that the project served a broad range of employees: not only young and newly immigrated employees who desired to improve their on-the-job literacy skills to meet job requirements but also the middle-aged and those who had been working in the organizations for more than 10 years who intended to improve themselves for career advancement or personal enrichment.

Table 1
WLLC Participants Distribution by Hotel

Hotel	Number of Participants	Percentage of Total Participation
ITT Sheraton Hotels in Hawaii	102	41
Aston Hotels and Resorts	73	30
HTH Corporation	23	9
Otaka, Inc.	50	20
Total	248	100

Table 2
WLLC Participants Distribution by Gender

Gender	Number of Participants	Percentage of Total Participation
Male	76	31
Female	172	69
Total	248	100

Table 3
WLLC Participants Distribution by Ethnicity

Ethnicity	Number of Participants	Percentage of Total Participation
Caucasian	63	25
Chinese	25	10
Filipino	95	38
Hwn./Prt. Hwn.	14	6
Japanese	25	10
Korean	5	2
Other	21	9
Total	248	100

Table 4
WLLC Participants Distribution by Years of Education

Years of Education	Number of Participants	Percentage of Total Participation
< 6	30	12
7 - 8	13	5
9 - 12	74	30
> 12	81	33
Unknown	50	20
Total	248	100

Table 5
WLLC Participants Distribution by Age

Age	Number of Participants	Percentage of Total Participation
< 30	52	21
31 - 40	66	27
41 - 50	67	26
51 - 60	44	18
> 61	7	3
Unknown	12	5
Total	248	100

Table 6
WLLC Participants Distribution by Years of Employment

Years of Employment	Number of Participants	Percentage of Total Participation
< 3	94	38
3 - 5	20	8
6 - 10	48	19
11 - 15	37	15
16 - 20	16	6
> 21	18	8
Unknown	15	6
Total	248	100

B. Service Delivery

Participants generally attended classes or workshops on paid-time and came for individualized tutorials on voluntary-time. Paid-time meant that participants were released by hotels during their working hours to attend classes and workshops requested by the department managers. Voluntary-time meant that participants received individualized tutorials on their own time, before or after work or on their days off. Some participants attended more than one class/workshop, and still some attended both class/workshop and tutorials. If all program entries were counted, the total number of participants was 408. The data

indicates that the majority of the students (256, 63%) attended classes or workshops during work hours, while others (152, 27%) attended individualized tutorials on a voluntary basis (Table 7).

Those who attended more than 75% of the total instructional hours of a class were classified as 'completers.' All (100%) workshop participants were 'completers' because workshops had only one session. The completion rate for class/workshop was 67%, 172 out of 256 students completed their training. Tutorial participants who came to the learning center on a regular basis and received more than 10 instruction hours in three months were considered as 'completers.' Approximately 56% (85) tutorial participants were classified as 'completers'. The overall completion rate for this project was 63%.

It is evident that most participants were able to complete their classes or workshops if they were on work time. Occasionally, employees originally scheduled for paid-time classes were called back to work because of the unexpected staffing needs of the hotels. This was the primary reason why students failed to attend all sessions. Other reasons for participants' failing to complete training were because they were 'on vacation' or 'on sick leave.' Understandably, the drop-out rate was higher for tutorial participants because their attendance was voluntary and subject to their changing work schedules. The relatively low completion rate of the tutorial module might also be explained by the fact that the economic recession or tourism slowdown in Hawaii forced the hotel management to lay off some employees or reduce work hours for still more employees so they had to find jobs elsewhere to make up for the loss of income. Under these circumstances, continuing tutorials as usual became extremely difficult.

Table 7
WLLC Participants and Completers Distribution by Instructional Method and Hotel

	Number of Participants	Number of Completers	Completion Rate
Class/Workshop	256	172	67
Tutorials	152	85	56
Total	408	257	63

C. Project Outcomes

There were no appropriate established instruments readily available which would have allowed the project to obtain quantitative measurements of participants' achievement in all programs and could have served as major indicators of program outcomes. Instead, the project staff and the external evaluator decided to focus on four areas which reflected program impact directly or indirectly: (a) standardized test, (b) tutors' evaluation, (c) participants' evaluation, and (d) supervisors' evaluation.

Overall, participants who made a commitment to come to class or tutorials regularly and remained enrolled improved in their on the job-related literacy skills, language proficiency, self-esteem, and work quality. Common responses from their supervisors revealed great satisfaction about their overall job performance.

a. Standardized test

For those interested in ESL, Basic Skills, and GED programs, standardized tests such as the Michigan Test, TABE, BEST, and Pre-GED were administered to them three times: at the beginning, in the middle, and at the end of the program. The pre and post test results reveal that all participants who took the tests made

impressive progress. Post-tests show that at the end all the particicpants could correctly solve 70% of the items or more. The proportion of correct answers over time increased by 7 to 63 percent (Table 8).

b. Tutors' evaluation

The project staff asked tutors of ESL, GED, and Basic Skills program participants to rate their students' progress in areas of general language skills, job-related communication skills, and personal skills. Over 72% of the participants showed much progress or some progress in general language skills. They could speak English more fluently and with a larger vocabulary, and comprehend spoken and written English better. Approximately 60% of them had improved their job-related communication skills. They could communicate with their supervisors and guests more freely. The tutors also noticed participants became more confident in themselves and more motivated to learn literacy skills (Table 9).

Table 8
Pre and Post Test Results of WLLC Participants in ESL, Basic Skills, and GED Programs

Category	Number of Participants	Pretest	Posttest	Change
Michigan	6	78*	91*	13
TABE				
Reading	10	67	74	7
Writing	10	58	72	14
BEST				
Reading	4	64	81	17
Writing	4	67	82	15
Pre-GED				
Literature	2	63	94	31
Math	1	23	88	62

* Percentage of correct answers

Table 9
Tutor Evaluation of Participants' Progress: ESL and Basic Skills (in Percentage)

1 = Much Progress, 2 = Some Progress, 3 = No Progress
4 = Not Applicable/Not Able to Determine

	1	2	3	4
General Language Skills				
1. Listening ability	50	25	25	
2. Speaking ability	46	25	29	
3. Reading ability	53	25	19	3
4. Writing ability	43	28	22	7
5. Vocabulary	79	14	7	
6. Grammar	65	7	25	3
7. Fluency	71	18	11	
Job Related Communication Skills				
Ability to				
1. communicate with supervisor	43	15	39	3
2. communicate with guests	47	12	28	3
3. comprehend written job-related materials	28	12	21	39
4. perform job-related writing tasks	22	0	39	39
Personal				
1. confidence in speaking English	54	14	14	18
2. confidence in reading English	46	14	29	11
3. confidence in writing English	54	7	25	14
4. motivation to learn	75	3	7	15
5. self-confidence in studying English	71	0	11	28
6. self-confidence on the job	46	11	36	7
7. self-confidence in other areas of his/her life	25	11	61	3

N = 28

D. Student Self-evaluation and Project Feedback

After the completion of their respective programs, all participants were required to complete an evaluation form to assess the progress they had made in workplace literacy skills,

and other related areas such as self-esteem, work confidence, and in relating to others.

Most of the participants felt a positive impact on their on-the-job literacy skills and job performance from the training they had received. The descriptive statistics indicate almost all participants reported that they had improved their on-the-job English (97%) and could communicate better with hotel guests and co-employees (96%). They also felt that they had a more positive attitude toward the jobs they were doing (98%), gained more self-confidence at work (96%), and were better prepared for job advancement (98%). In addition to the positive self-evaluation, participants gave high ratings to the instructors and tutors, agreeing that they were well-prepared for teaching (99%), with lots of patience and understanding (100%). Instructors and tutors were always ready to answer their questions (99%); and they explained the subject matter well (100%). All participants (100%) were satisfied with the quality of instruction they received. As for the topics covered and the materials used, almost all of the participants (98%) indicated they were useful to their jobs. Participants liked the friendly environment of the learning center (99%) and the flexibility in scheduling tutorials (97%) (Table 10).

Table 10
WLLC Participants' Evaluation of the Project (in Percentage)

1 = Strongly Agree & Agree, 2 = Disagree & Strongly Disagree,
3 = Not Applicable

	Item	1	2	3
1.	The program has improved my English on the job.	97	2	1
2.	The program has helped me communicate better with others.	96	2	2
3.	The program has helped me gain more self-confidence at work.	96	2	2
4.	The program has prepared me for advancement.	98	1	1
5.	I will approach my job more positively as a result of what I have learned.	98	1	1
6.	The topics covered were useful in my work.	98	1	1
7.	The materials used were helpful.	98	1	1
8.	My instructor was well-prepared.	99	1	
9.	My instructor was patient and understanding.	100		
10.	My instructor was ready to answer my questions.	99	1	
11.	My instructor explained the subject matter well.	100		
12.	The environment for training was comfortable.	99	1	
13.	The times of training were convenient for me.	97	3	
14.	I am satisfied with the quality of instruction provided.	100		

N = 222

E. Management Evaluation

Evaluation forms developed by the project staff were sent to the participants' supervisors or department managers at the end of the project. Altogether, 47 (21%) forms were returned.

The results indicate that the management observed improvement in different aspects of participants' language proficiency: 94% of the participants improved their English speaking skills, 91% listening skills, 53% reading and 44% writing skills. At the same time hotel management noticed that more than 90% of the participants improved their self-confidence about speaking English at work and overall job performance and in relating to others. The management indicated that over 80% of the participants showed more loyalty to the organization and had become more promotable. Department managements and supervisors also pointed out that 98% of the employees needed more literacy skills training: listening 72%, speaking 79%, reading 89%, and writing 94% (Table 11).

Table 11
Management Evaluation of WLLC Participants at the End of the Project

1 = Much Progress, 2 = Some Progress, 3 = No Progress

		1	2	3
1.	Confidence about speaking English at work.	86	6	8
2.	Confidence in overall job performance.	86	6	8
3.	Work relations with co-workers.	94	2	4
4.	Work attitude	67		33
5.	Job-related writing skills	25	25	50
6.	Job-related reading skills	35	23	42
7.	Job-related speaking skills	86	8	6
8.	Job related listening skills	88	4	8
9.	Safety practice	88		12
10.	Work efficiency	36	10	54
11.	Attendance	36	2	62
12.	Application of training on the job	31	13	56
13.	Job productivity	36	2	62
	1 = Yes, 2 = No, 3 = Not Sure	1	2	3
14.	Promotability	64	17	19
15.	Loyalty	67	12	21
16.	The employee needs more training	96	2	2
17.	In writing	92	6	2
	in reading	88	10	2
	in speaking	79	17	4
	in listening	75	21	4

N = 52

6. Findings and Recommendations

A. Findings

The information about the project implementation and outcomes presented in the preceding sections is summarized below:

1. The project revised and expanded an existing workplace literacy model based on a comprehensive literature research and in-depth needs assessment, which identified the diverse needs of the visitor industry and the unique characteristics of its workforce.

2. To meet the needs of the target participants with different goals, job requirements, and language backgrounds, the project offered four instructional modules: ESL, Basic Skills, Skills Enhancement, and GED, each with programs at different language proficiency levels.

3. In recognition of the problems of uncertain work schedules and psychological barriers facing most of the target participants, this project adopted three instructional methods: class and workshop teaching, individualized tutoring, and computer-assisted learning. Classes were small with a non-threatening atmosphere. The participants could arrange individualized tutorials according to his/her need and schedule.

4. The learning center located in the middle of Waikiki was convenient for participants to receive training. Fully equipped with textbooks, reference materials and learning aids, it provided a conducive learning environment. To facilitate program participation, the learning center operated ten hours a day, five and a half days a week. Flexibility was the strength of the project.

5. The project developed a comprehensive job-specific literacy skills curriculum including a variety of classes for each instructional module. Every course package consisted of a course outline specifying the objectives, topics, materials, teaching methods, aids, and time allocation.

6. The project recruited an experienced and efficient project staff, supported by part-time and volunteer tutors. The staff development program included the initial orientation and subsequent on-going workshops to help the staff cultivate a strong commitment to the philosophy of the project, and the needed skills required to become excellent.

7. The project established a mechanism for systematic collection of demographic information, training records, test results and evaluation data. Each program file contained a program description, attendance sheets, ITR forms, evaluation forms, and a summary.

8. The project was sensitive to the multi-ethnic characteristics of the hotel workforce. The project recruited tutors from various ethnic groups to match the make-up of the participants and emphasized the importance of cultural sensitivity in communicating with participants. Tutors introduced different aspects of the American culture, trying to help participants adjust to a society new to them.

9. The University of Hawaii at Manoa, College of Education and a consortium consisting of one small and four large business organizations worked closely throughout the project operation period. The University's project team took charge of the daily operation and training programs. The consortium supported the project in every phase, from the learning center's physical set-up to student enrollment, tutor recruitment, course development, and public relations.

10. The WLLC workplace literacy model and tutor handbook produced at the end of the project briefly and concisely describe the major aspects of project design and implementation, such as philosophy, needs assessment, instructional components, staff training, student enrollment, curriculum development, course design, teaching methods, and evaluation. The information given in the model and handbook is sufficient for others to have a clear idea about the project and to be able to replicate it.

11. The fact that the learning center received a complementary, adjunct grant to serve small business employees and that the consortium has decided to fund the learning center in the coming years serves as the indisputable evidence that this workplace literacy demonstration project was a success and worth the resources invested. The University of Hawaii's College of Education has passed project management on to Kapiolani Community College.

12 The project thus accomplished its first objective 'to establish the groundwork for a self-supporting lifelong learning center in Waikiki to serve employees in the visitor industry.'

13. The data available indicate that the project also accomplished the second objective 'to teach, upgrade and improve the workplace literacy skills of employees for new or continued employment, career advancement and/or increased productivity in the visitor industry located in Waikiki.'

14. In two years, from May 1, 1992 to April 30, 1994, the project provided educational services to 248 employees. Eighteen classes and four workshops on job-related literacy skills were organized and 152 participants came to the center for tutoring in general language proficiency. The high demand for training demonstrated the success of and necessity for the project.

15. The standardized test results indicate that training was effective in improving participants' language proficiency. Tutors noticed progress made by participants in general language skills, job-related communication skills, and personal skills.

16. The participants themselves felt a positive impact from the training programs. The general consensus was that the training helped improve their on-the-job literacy skills, job performance, and self-esteem.

17. Test results, tutors' ratings, and participants' self-evaluations were confirmed by the observation of participants' supervisors and managers who reported upgraded and overall better quality of work, and indicated that participants became more promotable after completing the program. At the same time, management stated that their employees needed more literacy skills training.

B. Recommendations

Since the project was developed after a model established by two previous projects which had undergone several rounds of fine-tuning and polishing and the project staff were experienced in executing workplace literacy projects, the project had few problems in design and implementation which could have been further improved upon.

1. While the overall cooperation between the University project team and the participating businesses was excellent, the partnership could work more aggressively and creatively. Communication among the partnership at levels of department managers and supervisors needs to be expanded in the areas of student recruitment and follow-up evaluation.

2. The project targeted to provide literacy skills training to 900 hotel employees. According to the project master list, 248

participants were enrolled. Some of them were enrolled in more than one training program. If each entry was counted, then the enrollment would increase to 408, still about 492 (55%) short of the target number. The primary culprit for this gap was the economic recession which resulted in the downsizing of the workforce and reduction of employees' work hours. Still, the project could have done more in its recruiting efforts with the closer cooperation of hotel management, especially those hotels new to the project. Before the project, most employees in these hotels may not have had the opportunity to improve their literacy skills. They would have tried the programs if they had learned about the project and the management supported and encouraged the idea. After more than three years' association with the workplace literacy project, employees from Sheraton hotels still came for classes and tutorials in large numbers. This example illustrates that it might be possible to attract more participants to the project and reach the target number of 900.

3. The return rate of project evaluation forms from the management was low. The low return rate could be partially explained by the frequent changes in both employees and supervisors during this economically volatile period. The return rate could be increased if the management understood the importance of program evaluation and the benefit to their employees and their organizations as a result of an improved program. The key to address this issue is to make sure that supervisors complete the evaluation forms in a timely manner. The management needs to articulate the importance of returning evaluations through all employee levels.

4. Of 85 participants who completed individualized tutorials, 37 (44%) took the pre and post test. Test results with 56% of participants missing made outcomes derived from them less conclusive. It is true that participants generally do not like

to be tested. Again tutors needed to explain to their students the purpose of administering necessary tests and the responsibility of a project participant to take the tests.

5. The instructors and tutors used several versions of evaluation instruments with five items in common. The inconsistency in the number and content of the items led to confusion and difficulty in analyzing and synthesizing the data, and therefore in their meaningful use. The evaluator should be consulted when creating and before using the evaluation instruments.

6. Following the procedures specified, the project staff collected a large volume of data throughout the project period and stored the data on a computer system. However, the system did not allow for simple data management and analysis. This problem greatly restricted the efficient use of the information collected. It is recommended that a more powerful and user-friendly computer software program be used.

7. Some class participants failed to complete training largely due to hotels' unexpected work needs though the management was willing to release them otherwise. Because of this, the project could have done more to help participants complete training by letting them make up the lost training through individual tutoring whether on paid-time or not.

8. A certain number of participants failed to develop a personal commitment to the program. Some participants were not able to see the long term rewards of their hard work, but instead expected to be rewarded after a short period of participation. In response to this problem, the project staff could emphasize providing participants with more educational counselling and goal setting sessions, or, perhaps, award certificates after three months or 10 instructional hours in the program.

THE WAIKIKI LIFELONG LEARNING CENTER

PROJECT MODEL
(Abstract)

JULY 1994

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I. History:

The Waikiki Lifelong Learning Center (WLLC) project is being funded by the U.S. Department of Education, Office of Vocational and Adult Education from May 1, 1992 to April 30, 1994. It is a joint partnership between the University of Hawaii's College of Education and a consortium of visitor industry businesses (see list of businesses below) which put competition aside and united to battle illiteracy in Hawaii. The project grew out of the Skills Enhancement Literacy Project of Hawaii (SELPH) previously implemented at ITT Sheraton Hotels in Hawaii. WLLC expanded and adapted the SELPH project model to meet the needs of all partners.

Consortium

Aston Hotels and Resorts
- Aston Waikiki Beach Tower
- Aston Waikiki Beachside Hotel
- Aston at the Waikiki Banyan
- Aston at the Waikiki Shore
- Aston Waikiki Sunset
- Aston Island Colony
- Honolulu Prince
- Coral Reef Hotel
- Inn on the Park
- Waikikian on the Beach

HTH Corporation
- Pacific Beach Hotel
- Pagoda Hotel
- Kaimana Villa Hotel

ITT Sheraton Hotels in Hawaii
- Sheraton Waikiki Hotel
- Royal Hawaiian Hotel
- Sheraton Moana Surfrider
- Sheraton Princess Kaiulani Hotel

Otaka Hotels and Resorts
- Hawaiian Regent Hotel
- Hawaiian Waikiki Beach Hotel

Tropic Art Design

II. Policy Statement:

The project established a centralized Learning Center in Waikiki for employees of Hawaii's visitor industry to help them improve literacy and vocational English, and basic skills needed to perform their jobs more safely and efficiently. While providing instruction needed to upgrade

these skills, the project also emphasizes critical thinking and problem solving skills that can be transferred from the workplace to all areas of life. Project staff work closely with all levels of employees to address critical needs and program effectiveness.

The following steps are taken to ensure that each participant's goals are met:

* an assessment of each individual's needs,

* the creation of an Individualized Education Plan (IEP) tailored to meet the participant's needs,

* the instruction following guidelines of the IEP, and

* the monitoring of student progress with follow up assignments and periodic evaluations.

III. Instruction:

A. Instructional Programs:

There are four general instructional programs. They are English as a Second Language (ESL); Basic Skills in reading, writing, and math; high school diploma preparation; and Skills Enhancement. Within each program are special focus areas based on the student's needs. The ESL and Basic Skills programs are further subdivided into levels of proficiency. A brief description of each program follows:

1. *English as a Second Language:* It is designed for students whose native language is not English and whose English proficiency is limited. It also aims at increasing the students' English proficiency as related to their jobs and everyday lives; focuses on oral communication skills, reading skills, cross cultural understanding, and vocabulary development.

2. *Basic Skills:* It is designed for native or near-native speakers of English to improve literacy skills so that they can work more competently. It also focuses on job-related reading and writing tasks and problem solving skills.

3. *High School Diploma Preparation:* The project offers two types of diploma programs. The two programs differ in terms of purpose and content. Participants who successfully complete either

program will receive a high school diploma from the State of Hawaii, Department of Education. The project has made special arrangements with McKinley Community School for Adults to administer the necessary tests to participants.

a. *General Equivalency Diploma (GED):* It is designed for students who have not graduated from high school, want to get a high school diploma, and usually want to continue their formal education after receiving their diploma. It is also separated into five academic units, each focusing on a subject area (e.g. Literature and the Arts).

b. *Competency Based High School Diploma Program (CBHSDP):* It is designed for students who have not graduated from high school, want to obtain a high school diploma to meet job requirements or for personal satisfaction, and do not plan to continue their formal education. It is also divided into five units which relate to different areas of life (e.g. consumer economics).

4. *Skills Enhancement:* It is designed as short-term courses to offer advanced skills instruction to prepare employees for advancement. It also addresses specific objectives (e.g. to pass the driver's license written examination).

B. Instructional Methods:

There are three primary instructional methods which can be used with any of the instructional programs: individual tutorials, group or class instruction, and computer-assisted instruction.

1. *Tutorial:* It is designed to meet the students' individual needs and to accommodate their fluctuating work schedules. Tentative schedules, rather than drop-ins, are preferred in order to ensure student progress. This allows project staff to match the student with one or two regular tutors who know the student and his/her needs, know what the student has been studying, and can monitor the student's progress. The tentative study schedule is arranged by project staff and the student. Students are asked to call when they want to modify or cancel the schedule.

2. *Class or Group Instruction:* These are based on requests from managers and supervisors who help coordinate scheduling with on-site facilities. They are often scheduled during worktime or immediately before or after work. Topics have included communication skills for housekeepers and factual writing.

3. *Computer-Assisted Instruction:* It is used to supplement tutorials and set up as independent study sessions monitored by staff. Software includes programs for reading, writing, spelling, math, and phonics.

C. Instructional Materials:

There is a wide selection of workplace and literacy materials used by the students at the center. Workplace materials are selected for their relevancy to the visitor industry and in order to teach the literacy functions required by employees to complete their job tasks. Published materials are used as well as actual materials from the hotels. They include such things as training manuals, actual forms and reports, safety handbooks, etc.

Literacy materials addressing the special lifeskill needs of adult learners are also used in order to supplement the workplace materials. These materials are acquired from the Western Curriculum Coordination Center at the University of Hawaii-Manoa.

IV. Evaluation:

Students are to be evaluated approximately every three months with both standardized tests and tests that were designed by instructors and tutors. A variety of standardized tests were selected that could be used with both ESL and basic skills students. The evaluations designed by instructors and tutors are tailored to measure the objectives stated in the student IEP.

Follow-up evaluations are also to be completed by work supervisors in order to measure the effectiveness of the program in upgrading literacy skills on the job.

V. Center Organization and Responsibilities:

A. Advisory Council:

The Advisory Council includes representatives from the partners' management and front-line employees, the literacy movement, adult education, vocational education, and ESL and bilingual education. The Advisory Council's primary duties are to provide guidance to the project, publicize the project, and gain support and feedback from the community. The Advisory Council meets bimonthly to be updated on the project's progress and to offer suggestions for improvement. When needed individual members are called on at other times for their expertise and help.

B. Center Staff:

The Principal Investigator devotes 10% of his/her time to the project to:

1) oversee the management of the project,
2) ensure the support and commitment of all partners, and
3) work with the Advisory Council to monitor and improve the project.

The Project Director devotes 100% of his/her time to:

1) carry out project objectives,
2) collect data for evaluation,
3) document project activities, review curriculum materials,
4) establish and maintain cooperative arrangements among the partners,
5) supervise and train project staff,
6) prepare reports, and
7) promote the project.

The Secretary handles correspondence, phone calls, records, accounts, etc.

The Learning Center Coordinator manages the day-to-day activities of the learning center, including:

1) scheduling tutors and instructors,
2) checking to make sure that accurate training records are kept,
3) monitoring learning activities,
4) recruiting and training part-time tutors and volunteers,
5) providing educational counselling to participants,
6) monitoring the learning center facilities and equipment, and
7) recruiting participants.

The Classes Coordinator is responsible for the on-site classes held at partners' facilities, including:

1) working with partners to determine workplace literacy training needs,
2) scheduling classes with the partners to address those needs,
3) scheduling instructors for the classes,
4) recruiting participants,
5) teaching classes as needed,
6) ensuring that accurate class records are kept,
7) monitoring class activities,
8) following up with management and participants on class outcomes,
9) evaluating classes, and
10) referring interested class participants to the learning center for tutorials.

Instructors:

1) review, select, and adapt instructional resources,
2) develop course outlines and curriculum for tutorials and classes,
3) develop evaluation instruments with the External Evaluator,
4) recruit participants,
5) teach tutorials and classes,
6) maintain accurate training records, and
7) evaluate classes and tutorials.

One of the instructors devotes 25% of his/her time to marketing the project and its activities in order to recruit participants and to gain support from the partners and community.

Student assistants and tutors help with the clerical work and teach individualized tutorials.

The External Evaluator:

1) helps design the overall evaluation plan and the evaluation instruments,
2) conducts monitoring visits to the learning center and on-site classes bimonthly,
3) recommends ways to improve the project, especially its delivery and outcomes, and
4) writes a final evaluation report at the project's end.

C. Summary of Partner, Staff, and Participant Responsibilities:

The partners support the learning center by helping implement the needs assessment component; providing project staff with samples of in-house materials (e.g.

memos and employee handbooks); creating flexible training schedules for group and individual instruction; providing release time for participants and on-site facilities whenever possible; disseminating of marketing and recruitment information, especially to managers, supervisors, and employees; and by giving feedback about the program's effects on job performance.

Project staff conduct a needs assessment of each partner's organization; develop a list of class, workshop, and seminar offerings including the short descriptions and objectives, based on the results of the needs assessment; meet with the partners and their employees to market the program; create and adapt curricula to meet the needs of visitor industry employees; create, with the collaboration of the participants and their supervisors, flexible training schedules; and develop and maintain an on-going evaluation schedule to monitor student progress.

Participants are responsible for attending their scheduled tutorial, class, or workshop sessions; calling to make, alter, or cancel appointments; and completing any assigned work.